

# Life Orientation Grade 8

By:  
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**By:**

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**Online:**

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**C O N N E X I O N S**

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# Table of Contents

<b>1 Term 1</b>	
<b>1.1</b>	Self-image .....
<b>1.2</b>	Personality traits .....
<b>1.3</b>	People differ .....
<b>1.4</b>	Are you a winner .....
<b>2 Term 2</b>	
<b>2.1</b>	How to express emotions .....
<b>2.2</b>	Not everyone experiences stress in the same way .....
<b>2.3</b>	Eustress and distress .....
<b>2.4</b>	Stress factors (the right module0 .....
<b>2.5</b>	Stress symptoms .....
<b>2.6</b>	A healthy lifestyle in handling stress .....
<b>2.7</b>	The value of exercise .....
<b>2.8</b>	Personal stress .....
<b>2.9</b>	The school and stress .....
<b>2.10</b>	Hints on handling stress .....
<b>3 Term 3</b>	
<b>3.1</b>	What is true health? .....
<b>3.2</b>	Why is play important? .....
<b>3.3</b>	The value of rules .....
<b>3.4</b>	Designing a game with specific rules .....
<b>3.5</b>	Designing a game with specific goals .....
<b>3.6</b>	Planning an adventurous extramural activity .....
<b>3.7</b>	Investigating gender equality .....
<b>4 Term 4</b>	
<b>4.1</b>	Human reproduction .....
<b>4.2</b>	People need people and to interact with the environment .....
<b>4.3</b>	Individual rights and responsibilities .....
<b>4.4</b>	Apply individual rights and responsibilities in everyday situations .....
<b>4.5</b>	The norms and values that apply in the community .....
<b>4.6</b>	The causes of particular diseases in terms of environmental factors .....
<b>4.7</b>	Kindsof careers and the nature of the work .....
<b>4.8</b>	The personalities of people in different careers .....
<b>4.9</b>	Subject choices that are suited to particular careers .....
<b>4.10</b>	Career opportunities .....
<b>4.11</b>	The Bill of Rights .....
<b>Attributions</b>	..... 85



# Chapter 1

## Term 1

### 1.1 Self-image<sup>1</sup>

#### 1.1.1 LIFE ORIENTATION

#### 1.1.2 Grade 8

#### 1.1.3 SELF-ESTEEM

#### 1.1.4 Lodule 1

#### 1.1.5 SELF-IMAGE

Hi there!

Have you ever had the feeling that you do not quite belong? I'm talking real life here. For example: a thirteen year old attends a party where everybody else is over 20 years old. Most thirteen year olds will feel a bit uncomfortable, don't you think?

At the start of your high school career, some of you may feel unsure about where you belong. At the end of last year, you were the "big brothers and sisters" of the primary section. Now, you are at the bottom of the pecking order again! What may complicate things further is the fact that some of you may be more mature than others - and you want to hook up with the older kids - but they are wary and still checking you out. That's when one wonders: Where do I belong?

It is crucial at times like these that you have a strongly positive, but realistic self-image. **Your self-image is what you think of yourself.**

A person's self image is formed by what other people say to you and about you - and also how they act towards you. The people who initially influence your life are your family members. When you go to school, your teacher's opinion and those of your class mates become important to you. When you are a teenager, the opinions of your friends are extremely important to you. Other factors kick in: What do I look like? Am I smaller or bigger than my friends? Do we have the same status? Am I clever? Am I good at sport? Am I popular?

At this stage of your life you are inclined to measure your own worth according to standards which the peer group sets - and which are enforced by the media (You are what you wear...). That is part of life. But if you are one of those rare individualists

who believes in doing your own thing - it is a good idea to master and practise the art of positive self talk. But more about this later.

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<sup>1</sup>This content is available online at <<http://cnx.org/content/m21248/1.1/>>.

### 1.1.5.1 Group Discussion

Guidelines to help the group discussion succeed

- Take turns to speak.
- When one person is speaking, everyone else listens.
- Keep each contribution short so that everyone can participate.
- Help the shyer group members by asking them questions.
- It is natural to have different viewpoints, but respect each person's opinion.
- Keep the time allocated for this discussion in mind.

**TOPIC FOR DISCUSSION:** In which ways does this year differ from last year? How do you feel about the changes or differences? After the discussion

- What did you learn? Mmmm...
- Was it a successful discussion?
- Did everyone participate?
- Write **yes** or **no** and give the **reasons**.

#### In writing...

Write your own observations and feelings on the discussion topic. What do you experience as the biggest change and how does that make you feel?

This is the way I changed...

Make use of words and sketches to show how you changed.

- Show the changes by drawing blocks, clouds or any other forms that represent you at three-year intervals in your life.
- Be as creative as you want to be.
- Different colours and shapes will make your work interesting and fun.

To complete the activity above, you relied mostly on your right brain functions (the more creative side). Now use a structured approach to give the same kind of information. Your left brain functions are more structured and logical. Here is an example below. **Complete** it, please.

	3 years	6 years	9 years	12 years
Weight:	25kg	38kg	45kg	60kg

**Table 1.1**

The little dog who always gets the hind teat...

If you ever had puppies from birth to when they are weaned, you would have noticed that one of them often is pushed away and has to be content with a less favoured teat - not the teats that are full of milk. Such a puppy can turn into a scrawny, uncertain pup or becomes a real tough little scrapper who fights for each morsel.

What on earth do puppies have to do with self image?

- Think again and read between the lines.

There are often times when we feel we do not get our fair share. How do you react if you feel that way?

Let's look at some questions surrounding the idea of a healthy self-image or self-concept.

Answer as honestly as you can and remember, you may feel different on "bad hair days", those days when nothing goes according to your plans.

Answer only *always*, *sometimes* or *never*.

1. If I make a mistake, I feel terrible.
2. I easily adapt to new circumstances.
3. I make friends easily.
4. People like me.
5. I like new challenges.
6. I am honest.
7. I am a leader.
8. I have my own style (of doing, etc.).
9. People listen to what I have to say.
10. I feel I am special.

- Relax, these are not "right or wrong" type of answers.
- If you answered "always" in all cases, you possibly have a strongly positive self-concept.
- If you answered "never" in all cases, you may need to work on your self-confidence.
- Look at number 1. An "always" here may indicate that you are a perfectionist and that you do not tolerate your own mistakes or those of others well. Chill. How does a person learn? Through trying. And if one tries, one will make mistakes. Therefore, making mistakes is part of the learning process-and not something to avoid at all cost!

#### **1.1.5.2 Group Discussion**

- Do you still remember the guidelines set for successful discussions?
- Read the guidelines again and please use them.

#### **TOPIC FOR DISCUSSION** Which factors influence the self-image or self-concept of people?

After the discussion

List the factors which you discussed and mark those which influence you with an \*.

What did you learn?

Are all factors equally important to everyone?

If somebody thinks he or she is unattractive, looks will be an important factor in that person's life. If someone feels that he or she is poorer than his friends, it may influence that person. Should it really?

A person from a happy home may have a more positive self-concept than somebody from an unhappy home. What do you think?

What about a person who has trouble making friends? Or someone who has to attend a new school? Some factors may be more temporary than others. (A person is not going to stay "new" at a school forever...)

[LO 3.1]

#### **1.1.6 Assessment**

Learning outcomes(LOs)
<i>continued on next page</i>

LO 3
<b>Personal development</b> The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
Assessment standards(ASs)
We know this when the learner:
3.2 analyses and discusses factors which influence self-concept formation and self-motivation;3.3 reflects on appropriate behaviour in different kinds of interpersonal relationships.

Table 1.2

### 1.1.7 Memorandum

The module on developing a positive self-image is dealt with during the first term because Grade 8 learners often sustain a serious dent to their self-image during the period of adjustment at the beginning of the year. In grade 7 they were the cocks of the roost, but now they find that they are at the bottom of the "food chain" once again.

The module has been put together in a way that will make it possible to gauge quite informally how the learner feels and is adapting and developing. You could make photocopies of some of the pages for your own portfolio and for that of the learner. Page 8, for instance, could give you a good sound idea of the learner's insight and disposition.

Attention is also given to issues that are of particular interest to the 'new' learner such as adjustment to a new school and the labelling that causes unhappiness among many learners. These are sensitive issues for a young teenager and the effect of peer pressure and acceptance must not be underestimated. Do take time to discuss this with your class.

The module also guides the young teenager in helping him / her to accept and understand that it is altogether acceptable for people to differ, and that it does not mean that people find one another unacceptable when they do differ. They also get to know themselves better and learn to master the vocabulary needed to describe themselves (character). Page 15 could provide the educator with valuable information about the emotions, interests and creativity of the particular learner.

The section that deals with the characteristics of a winner is aimed at helping learners to realise that each one who performs to his or her best ability is a winner. It is strongly motivational in nature and will hopefully add to strengthening a developing self-image.

May you be successful in this important task?

## 1.2 Personality traits<sup>2</sup>

### 1.2.1 LIFE ORIENTATION

### 1.2.2 Grade 8

### 1.2.3 SELF-ESTEEM

### 1.2.4 Module 2

### 1.2.5 PERSONALITY TRAITS

Mirror, Mirror...

*Read the short poem carefully.*

I look in the mirror

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<sup>2</sup>This content is available online at <<http://cnx.org/content/m21250/1.1/>>.

And what do I see?  
 Two bright eyes  
 Twinkling back at me  
 I look in the mirror  
 And what do I see?  
 Two dull eyes  
 Trying not to be  
 I look in the mirror  
 And what do I see?  
 Careless eyes  
 pretending to be free

Answer the following questions

1. Do you recognise yourself and your friends in the short descriptions in the poem? Which of the descriptions fit you best?

2. If you had to choose one word to describe the person in each of the stanzas (verses), what would the three words be? Try to think of words on your own first. If you cannot pinpoint the exact words, look at the words listed below and then choose from the list.

Stanza 1:

Stanza 2:

Stanza 3:

[LO 3.1]

Word list:

Cheerful, dopey, sad, insecure, confident, positive, negative, clever, stupid, bad

This is about new pupils arriving at a new school

Martin feels his stomach lurch when he spots the group of boys waiting at the entrance of the school-grounds. It is clear that they regard themselves as the main guys - die manne! They discuss the newcomers loudly and without mercy, laughing at their own witty remarks. The target at this moment is a thin, pale boy with a very neat (and recent) haircut. His school uniform is obviously new and a little bit too big for him - which unfortunately draws the attention to his bony knees and thin legs. "Look at Chicken Little here, he must be looking for the primary school. His mother must have dropped him here by mistake." The pale boy blushes furiously and shuffles past the group.

Martin approaches the group slowly, as nonchalantly as possible. What will they see when they look at him? He tosses his hair backwards. His hair is sun-bleached and slightly too long. His shoes are quite scruffy and his shirt is not tucked in properly. His tie has been in his hand since his mother dropped him on the corner at his request. "Aw, Mom, the guys will think I'm a softie if you take me to the gate."

"Come and have a look, Beth. We've got a new surfer boy here. Hello Pretty Boy." They make chirruping noises. A very well-developed girl in the shortest school uniform Martin has ever seen, undulates towards him. She looks him up and down. "Now, he is just another wannabe. His mommy gave her little boy a big old kiss at the corner. Yes, Mummy, No Mummy..." The others roll with laughter at Beth's impersonation of Martin. Martin feels his ears get hot and red. For a moment he almost let his anger get the upper hand. His father did warn him about ragging at new schools - and fighting. He tries to leave the semi-circle of fiends, but the girl blocks his way. A sharp and clear voice cuts through the air. "You are a very pretty girl. It's a pity that you are so nasty and common." Everybody freezes in shock and surprise. Chicken Little!

Answer the following questions:

1. Was Martin calm and self-confident while approaching the boys? Quote to motivate your answer.
2. Would you feel like Martin under similar circumstances? Explain your answer briefly.
3. How do you feel about nicknames and name-calling?
4. How do nicknames originate?

Do you find Chicken Little's reaction strange or not? If so, is it because his appearance is so at odds with his actions? People often judge others on their appearance: which clothes they wear, their hairstyles, etc. We could call that giving another person a **label**.

It is also true that people often adjust their appearance (image) to be accepted into a certain group. Look around you and see the similarities in clothing among friends. Oh, yes, and then we still have the "in" things to do and the "in" places to go! The other boys labelled Martin as a surfer because of his sun-bleached hair. Chicken Little labelled the girl "common" because of her too short school uniform - or was it because of her behaviour?

It is so that a person's appearance and behaviour give us clues to his or her personality, but it is also true that one can make mistakes if one does not take a closer look. So, it may be best to reserve judgement till you really know a person.

#### In a group

Does your school have different groups with different "labels"? For example, nerds, babes, potheads, goths, etc.

Make a list of the "labels" you can identify in the school. Do not use specific people's names, it may be hurtful.

Have you ever judged a person wrongly?

[LO 3.2]

#### Brainstorm

A brainstorming session is a thinking exercise during which a smallish group of people put their heads together to generate as many ideas as possible. You have heard the expression: Two heads are better than one. What about 5 or 6 heads? One idea sparks the other.

Guidelines for successful brainstorming

Make sure of the instructions before you start

The group should not be too large

One person must jot down the ideas

Take turns and generate as many ideas as possible

Write down the ideas without discussing them at all (Some ideas may strike you as worthless, but it can generate another idea which may have merit)

Stick to the time limit given to you

Action!

#### Storm 1

A positive characteristic is something good in a person's nature, for example, friendliness, honesty.

Write down as many positive characteristics as the group can think of on a loose sheet of paper.

#### Storm 2

A negative characteristic is something that makes a person not so pleasant or difficult to deal with, for example, unfriendliness, dishonesty.

Write down as many negative characteristics as the group can think of on a loose sheet of paper.

Afterwards

**Compare** the efforts of the different groups. Do you have more or less the same information? Maybe some of the characteristics are difficult to place under either of the headings: positive or negative. For example, to be shy is not necessarily negative, but to be too shy can make life difficult for that person.

How many different positive characteristics did you find?

How many different negative characteristics did you find?

### 1.2.6 Assessment

Learning outcomes(LOs)
<i>continued on next page</i>

LO 3
<b>Personal development</b> The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
Assessment standards(ASs)
We know this when the learner:
<ul style="list-style-type: none"> <li>• analyses and discusses factors which influence self-concept formation and self-motivation;</li> <li>• reflects on appropriate behaviour in different kinds of interpersonal relationships.</li> </ul>

Table 1.3

## 1.3 People differ<sup>3</sup>

### 1.3.1 LIFE ORIENTATION

### 1.3.2 Grade 8

### 1.3.3 SELF-ESTEEM

### 1.3.4 Module 3

### 1.3.5 PEOPLE DIFFER

#### 1.3.5.1 Me and you...

People differ. Thank goodness for that! It would have been awfully boring if everybody had the same opinions, likes and dislikes. Think about eating out - and everyone ordering the exact same pizza! Think about your family and friends. You have certain things in common, but you differ in many other ways. Maybe you are the serious type, inclined to worry about things even before they happen. Your best friend may be a happy-go-lucky type who only worries when things have already gone wrong (and then only maybe). People may ask: "How on earth do those two or three manage to get along?" Well, maybe two worriers will drive each other nuts and two clowns will be in trouble permanently? Is that a good thing?

In general, people tend to prefer positive people to negative people. It makes sense. If you are depressed, you really do not need negative input to drag you even deeper into the mire of black thoughts and feelings. Hey, you need to have your spirits lifted, your smile stuck back onto your dial and the skip put back into your walk.

**Answer the following questions honestly. Just mark the YES or No block.**

1. If I organise a picnic, I just know that it will rain.

**Yes**

**No**

2. When the phone rings, I expect bad news.

**Yes**

**No**

3. If a team has to be put together, I'll be the last one to be chosen.

**Yes**

**No**

<sup>3</sup>This content is available online at <<http://cnx.org/content/m21252/1.1/>>.

4. Why should I study, I'll never get a job.

**Yes**

**No**

5. The South African Economy will never improve.

**Yes**

**No**

6. I expect to do well in my work.

**Yes**

**No**

7. People like me.

**Yes**

**No**

8. There are many things that I am good at.

**Yes**

**No**

9. There is a solution for every problem.

**Yes**

**No**

10. Things are not as bad as people say.

**Yes**

**No**

**Key :**

- If you have answered YES to the first five statements, you are inclined to see the negative side of things.
- If you have answered YES to the last five statements, you normally look on the bright side of things.
- See where most of your YES answers are and then decide whether you are inclined to have a positive or negative outlook on things.
- Remember, this is just a guideline and not a sophisticated test. This will only alert you to your thought patterns.

[LO 3.1, 3.2]

### 1.3.5.2 On your own

After the groups have finished writing down the positive and negative characteristics, make sure that you understand all the words. (Ask your teacher or use an explanatory dictionary to look up unfamiliar words). Now it is time for you to look at yourself. Which of the characteristics mentioned before in the groups play a big role in your personality?

**What to do**

Use the following to help you take a closer look at yourself. Be honest, I am sure that you will be allowed to keep it private, if you wish. Write only the number next to the characteristic.

3 = that's definitely me

2 = that is somewhat like me

1 = this is not really like me

0 = this is not me at all

A. List of characteristics

honest		considerate	
loyal		friendly	
genuine		hardworking	
giving		modest	
sense of humour		self-confident	

**Table 1.4****B. List of characteristics**

dishonest		prone to lying	
gossipy		impolite/rude	
jealous		braggart	
irritable		depressed	
fearful		selfish	

**Table 1.5**

You will see that the B list contains words which are not necessarily negative. For instance, to be afraid is not always bad, but to be afraid of everything, especially trying, can be negative. Where are your highest numbers? Do you think you are primarily positive or negative? There will be a chance to write other characteristics not included in the lists.

[LO 3.2]

**1.3.5.3 This is me!**

Design your own label.

- Be very creative.
- Make use of colour, form, photos, words, etc. to create your own, unique label. Remember, there is nobody else who is 100% like you.
- Even your fingerprints are different from everybody else. You can put your thumb into coloured paint or ink to make a thumbprint. Use your thumbprint as part of your label.

Complete:

According to this label I am:

[LO 3.2]

You are what you think!

**1.3.6 Assessment**

Learning outcomes(LOs)
<i>continued on next page</i>

LO 3
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Table 1.6

## 1.4 Are you a winner<sup>4</sup>

### 1.4.1 LIFE ORIENTATION

### 1.4.2 Grade 8

### 1.4.3 SELF-ESTEEM

### 1.4.4 Module 4

### 1.4.5 ARE YOU A WINNER?

#### 1.4.5.1 You are what you think or not?

There is a well-known saying that vegetarians use when they are confronted by the run-of-the-mill carnivore: You are what you eat! Just think of the guilty feelings such a saying can cause when you sit there, poised with knife and fork, ready to strike at a juicy, underdone steak! Or a tender piece of veal...

There is great truth in the saying: You become what you think you are. In other words, your thoughts often determine what is to become of you. If you see yourself as stupid, you would be too unmotivated or scared to try - and if you do not try - you cannot expect to achieve success. Your negative expectations become true, in other words. If someone tells you often enough that you are bad or ugly, you will start to believe it. It is even more dangerous if the voice that tells you such negative things is your own. Who can you believe, if you can't believe yourself? Can you see how dangerous such negative selfspeak can be? It is vital that you stop negative thoughts before they form a pattern which will make you less than you deserve to be. Substitute positive thoughts for negative thoughts.

Well, I used a whole lot of words to say that your thoughts often determine your success. This is it in a nutshell: You have to think like a winner to be a winner.

Important: Winners are not always the brightest stars - and the brightest stars are not always winners. If you set a realistic aim, and you reach that aim and you are happy about it - then you are a winner!

#### 1.4.5.2 Let's look at the characteristics of a winner...

##### 1. A winner realises or uses his or her full potential

This means that a winner competes against him- or herself to achieve the best result he or she is capable of. If you are able to get 100% in a subject and you get only 70% (and there was no real reason for not getting 100%), you did not use your full potential. If you are able to get 50% and you do so, then you are a

<sup>4</sup>This content is available online at <<http://cnx.org/content/m21258/1.1/>>.

winner. If you do your own personal best, you are a winner. Do not give in to the temptation to become a "minimum" kind of person.

- *Think seriously...* Do you live and achieve according to your full potential? What does your little voice inside say?
  
- The next question should be: What prevents you from doing your best? Quickly, write down your very first thought. Do not think too deeply here.

Let's put our heads together and decide what can prevent people from doing their best.

Remember

Listen to one another.

Jot down roughly before committing it to your paper.

Stay within the time limit that the teacher or group leader sets.

Reasons why people do not reach or realise their full potential:

- Before you write down your final ideas: Which of the reasons given are valid reasons and which are only excuses that people make?
- How would one distinguish between excuses and real reasons?
- What about... "I failed because the teacher does not like me" or "I failed because my mother did not help me." Excuse or reason?
- What about: "I did badly because I had a fight with my best friend just before we started writing" or "I felt terribly ill that day." Excuse or reason?
- It would also help if you come with a suggestion to solve the problem, such as, "I would like to rewrite the test if I may when I feel better."

[LO 3.1]

## **2. A winner accepts responsibility**

I know many mothers who are tired and run down after their children have finished their examinations. I also know fathers who burn the midnight oil in front of the computer to make sure that their sons' or daughters' projects get the highest marks in the class. Do you also know people like that?

Of course it is nice if someone else does your work for you. And it is very nice if someone else always rescues you from sticky situations- especially if you caused the situations! The problem is that such an overprotected person never learns to stand on

his or her own feet and becomes helpless if they are confronted with unfamiliar things or situations. Often parents find it difficult to decide when you are ready to accept certain responsibilities.

Naturally, one is entitled to support from the people who care for you. If you are unhappy or ill, friends and family should rally round and help you through the difficult time. But - no one should carry the baggage of someone else all the time. If you do not learn to accept responsibility for your actions and work when you are young, you will probably have a really tough time when you have a job or when you have to leave the house.

Every person has responsibilities - from brushing your own teeth, saying "thank you" and "please" when you are a little three year old - to the responsible spending of your pocket money at 13 years of age.

Questions

Answer the questions following and discuss the answers in class.

Remember, it is all right to have different opinions! Your circumstances, personalities differ ... and so do your parents...

### **How old must you be to accept responsibility for the following?**

1. your personal hygiene
2. keeping your room neat and clean
3. your homework and study time
4. the results of your tests and exams

5. your behaviour at parties
6. lies you tell
7. sexual activities
8. the spending of your pocket money
9. part time work
10. passing information from and to school

#### Discussion

1. Did the answers of the learners differ a lot? Say yes or no and give reasons.
2. Where were the biggest *similarities and differences*? What did the class disagree or agree on?
3. Which factors could cause the differences of opinions?
4. Do you think you carry more or fewer responsibilities than your classmates? Give reasons for your answer.

[LO 3.1]

#### 3. A winner has a positive self-concept

Your self-concept (how you see yourself and how you think others see you) often determine your successes or failures.

Your self-concept is often linked to specific situations, for example, the sport fields, the school, and your social life. If Bull is an outstanding athlete, but a poor scholar, he would feel positive towards sport and motivated to try his best. In school situations, however, Bull will have difficulty motivating himself or would rather not try than fail. The problem is, no matter what others try, Bull has to convince himself that he can do better at school before he will have more success.

Your self-concept determines how hard you are going to try and how you handle success and failures. Read the page "You are what you think..." again and take note of the importance of positive selfspeak once more. We have also looked briefly at the factors influencing your self-concept in the first part of the module – factors such as your family, friends, teachers, your environment, etc.

It is important to be aware of your strong and your weak spots in order to set realistic goals - and to work towards reaching those goals. There is a very true saying: "Nothing succeeds like success". Set your goals in such a way that you ensure success without getting lazy and complacent.

On your own!

(You do not have to share it if you do not want to)

1. My best characteristic is:
2. My weakest characteristic is:
3. What can I do to improve the weak spot?

I can:

#### 4. A winner must be able to lose gracefully sometimes

Our society is an intensely competitive one, whether we like it or not. You will always find someone faster, stronger, cleverer, prettier or more charming than you. Therefore, you need to know how to lose or concede defeat in such a way that nobody loses respect for you in the process.

The positive thing about competition is that it can motivate you to do your very best. The negative side is that you could become so focused on winning that the activity and the joy you find in it, become secondary to winning.

For example, it is wonderful to be able to play a musical instrument really well. To be able to do it well, you have to practise. However, few of us are concert material and will lose our joy in playing the instrument if we have to practise for hours on end. It is the same with sport. If you play tennis, there will be times that you lose, even if you practise hard. It should not take away the joy of the game. A person should be realistic. If you do your best and you are having fun and enjoying it - what more can you ask for? Then you are a winner!

Two brief discussions!

Complete the table after discussing the behaviour of good losers and bad losers.

Good losers	Bad losers

**Table 1.7**

- Are you a good loser or a bad loser?

#### 1.4.6 Assessment

##### 1.4.7

Learning outcomes(LOs)
LO 3
<b>Personal development</b> The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
Assessment standards(ASs)
<i>We know this when the learner:</i>
3.1 analyses and discusses factors which influence self-concept formation and self-motivation;3.2 reflects on appropriate behaviour in different kinds of interpersonal relationships.

**Table 1.8**



# Chapter 2

## Term 2

### 2.1 How to express emotions<sup>1</sup>

#### 2.1.1 LIFE ORIENTATION

#### 2.1.2 Grade 8

#### 2.1.3 HANDLING STRESS

#### 2.1.4 Module 5

#### 2.1.5 HOW TO EXPRESS EMOTIONS

##### 2.1.5.1 Activity 1:

Read the following passage carefully.

###### 2.1.5.1.1 (from the diary of lennie, a thirteen-year-old)

*When I awoke at dawn, with a heavy heart and a lump in my throat, my insides were still all in a knot. I remembered the catastrophe that had befallen our family last night.*

*Dad came home much later than usual and smelt strongly of drink. Mom was on the point of grumbling about his state when she saw the expression on his face. “What’s wrong?” she asked anxiously. He asked me to leave them alone, as they had “grown-up stuff” to talk about. Well, so I left, but I didn’t go far. As usual, I stood quietly just around the corner. I knew by now that “grown-up stuff” is usually about me. Then I listened . . . so that I could know what it was all about.*

*That is how I found out that Dad had lost his job. Their business had suffered huge losses and almost all the staff had been laid off. They call it “being retrenched”. It’s better than being fired, but you’re still left jobless, and without an income! Then Dad said we might have to sell the house. Mom began to cry softly, and that was when I felt the lump in my throat, and my insides started to churn. My heart was heavy, because Mom doesn’t easily cry.*

Now answer the questions and follow the instructions.

1. How did Lennie feel when he woke up that morning? Quote the sentence fully.
2. Choose a word that best describes his feelings. Mark the word with an X.

- angry
- sad
- tense

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<sup>1</sup>This content is available online at <<http://cnx.org/content/m21259/1.1/>>.

- excited
3. How do you feel when something has upset you?
- angry
  - sad
  - tense
  - excited
4. Explain in your own words how you feel when something has upset you.  
[LO 3.2]

### 2.1.6 Assessment

Learning outcomes(LOs)
LO 3
Personal Development <b>The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.</b>
Assessment standards(ASs)
<i>We know this when the learner:</i>
3.1 analyses and discusses factors which influence self-concept formation and self-motivation;
3.2 reflects on appropriate behaviour in different kinds of interpersonal relationships;
3.5 designs and implements a personal plan for preventing and managing stress.

Table 2.1

### 2.1.7 Memorandum

Activity 1:

- The learners learn how to express (verbalise) their emotions through Lennie's predicament.

## 2.2 Not everyone experiences stress in the same way<sup>2</sup>

### 2.2.1 LIFE ORIENTATION

### 2.2.2 Grade 8

### 2.2.3 HANDLING STRESS

### 2.2.4 Module 6

### 2.2.5 Not everyone experiences stress in the same way

#### 2.2.5.1 Activity 2:

#### 2.2.5.2 Read the following paragraph:

When people experience something that upsets them, they become anxious or tense. They usually say that they are *stressed*. It isn't only weaklings, women or old people who suffer from stress as many men think –

<sup>2</sup>This content is available online at <<http://cnx.org/content/m21260/1.1/>>.

oh no, everyone can suffer from stress. At some or other time the Big S gets hold of you. What counts is how you handle the tension.

Some people experience stress as nothing more than a light cold. Just a few sniffles and it's all over. To some other people it's like a severe bout of 'flu. They really suffer! Sometimes they even have to get medical treatment. It's far better to ask a doctor to prescribe some medication than to try and doctor yourself with all sorts of pills, drugs or alcohol. That kind of thing simply makes your problems much worse in the end.

How does one know if one is stressed? One feels it! Listen to what Bernadine has to say, "When I have to play a music exam, it feels as if there are butterflies in my stomach. Sometimes it's so bad that my hands tremble." And then, once the exam is over, Bernadine feels quite relaxed again. Sarah says, "When I write exams, I am nauseous and I have a stomach ache before I start." Joseph says, "I can't sleep before I have to play a soccer match. I wake up every few minutes."

- Now answer the questions and follow the instructions.
1. Do only weaklings suffer from stress? Give a reason for your answer.
  2. Name the wrong ways of handling stress.
  3. Make a list of the stress symptoms that are mentioned in the passage above.
  4. Which things (factors) caused stress in Bernadine, Sarah and Joseph?
  5. What caused Lennie's stress (Activity 1)?
  6. Do you think it was right of Lennie's mother and father to send him out of the room when they wanted to discuss "grown-up stuff"? Give reasons for your answer.
  7. How did Lennie's mother and father react to the news that the father was now unemployed?
  8. Do you think they handled the news well, or badly? What would your parents have done?
  9. Do you think adults stress more than children do? Give reasons for your answer.
  10. Would you also have eavesdropped like Lennie? Explain your answer.
- [LO 3.1]

## 2.2.6 Assessment

<b>Learning outcomes(LOs)</b>
LO 3
Personal Development <b>The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.</b>
<b>Assessment standards(ASs)</b>
We know this when the learner:
3.1 analyses and discusses factors which influence self-concept formation and self-motivation;
3.2 reflects on appropriate behaviour in different kinds of interpersonal relationships;
3.5 designs and implements a personal plan for preventing and managing stress.

**Table 2.2**

## 2.2.7 Memorandum

Activity 2:

- Not everyone experiences stress in the same way.

## 2.3 Eustres and distress<sup>3</sup>

### 2.3.1 LIFE ORIENTATION

### 2.3.2 Grade 8

### 2.3.3 HANDLING STRESS

### 2.3.4 Module 7

### 2.3.5 EUSTRES AND DISTRESS

#### 2.3.5.1 Activity 3:

#### 2.3.5.2 Follow all the instructions carefully

Before we think about stress any further, I must explain that all stress is not bad for one. There is *eustres*, a positive kind of stress, which prompts people to do their best in certain situations, for example to study for exams, or to prepare for athletics or sports matches. This type of stress spurs people on to do their best within a certain time.

The harmful kind of stress is actually called *distres*. That develops when one is subjected to too much stress for too long. It is this kind of stress that can make one feel ill because, amongst other things, it weakens one's immunity or resistance to disease. The reasons for distress should be examined carefully, and should then be treated before too much damage is done to people's physical and mental well-being.

1. Is all stress bad for one? Give reasons for your answer.
2. When does one experience *distres*?
3. Say which factors or situations cause *eustres* or *distres* in your life. Write E or D next to each situation or factor.

- exams
- a sports match
- 
- if your parents quarrel
- if your friends are angry with you
- if a teacher is harsh or too strict
- when you play computer games
- if a family member becomes ill
- if a family member dies
- if you swim in the sea and the current is strong

4. Together with a classmate look carefully at the following situations and then decide which factors caused stress in each situation. See whether you and your friend agree. If you don't, get more opinions from your classmates when the teacher gives you time to do that.

**A.** Bernita is sitting in her bedroom, and she is crying. Her mother wants to know what the matter is, but she refuses to say anything. Earlier that afternoon Bernita had been shopping with her friend and she had seen her father walking into a restaurant hand-in-hand with a strange woman.

**B.** Suleiman doesn't want to eat. He is upset because he is the only one in his class who hasn't been invited to a friend's party.

**C.** While tidying Nomhla's room, her mother discovers a test that Nomhla should have given her to sign. She had done very badly in the test. She had stayed in her room the whole of the previous evening, and had pretended to be studying, but in fact she had been reading a book.

**D.** Patrick stays in a tiny room on his uncle's property. After 21:00 all the lights must be switched off and he is allowed to use the bath twice a week only. On other days of the week he has a shower. There

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<sup>3</sup>This content is available online at <<http://cnx.org/content/m21261/1.1/>>.

is only cold water in the shower. He has to do his own washing. He is given some supper at 18:00. His breakfast consists of one slice of bread and some coffee. There is no lunch. His aunt works and the house stays locked until she gets home.

E. Macy stays near a railway station. Her mother works night shifts and her father arrives home after seven o' clock in the evenings. Her elder brother also lives there. His friends visit him until very late at night.

- What are the stress factors in each case?

A.

B.

C.

D.

E.

[LO 3.1, 3.2]

### 2.3.6 Assessment

Learning outcomes(LOs)
LO 3
Personal DevelopmentThe learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
Assessment standards(ASs)
<i>We know this when the learner:</i>
3.1 analyses and discusses factors which influence self-concept formation and self-motivation;
3.2 reflects on appropriate behaviour in different kinds of interpersonal relationships;
3.5 designs and implements a personal plan for preventing and managing stress.

Table 2.3

### 2.3.7 Memorandum

Activity 3:

Which factors cause eustress or distress in the learner?

Case studies

## 2.4 Stress factors (the right module)<sup>4</sup>

### 2.4.1 LIFE ORIENTATION

### 2.4.2 Grade 8

### 2.4.3 HANDLING STRESS

### 2.4.4 Module 8

### 2.4.5 STRESS FACTORS

#### 2.4.5.1 Activity 4:

#### 2.4.5.2 Read carefully

There are certain factors that may cause stress in all people: traumatic experiences such as the death of a loved one, divorce, the end of a relationship, an earthquake, a car accident, losing one's job, having to move home, or if one is in danger.

One's environment can also contribute to heightened stress levels. Who can bear it if someone disturbs the peace and quiet by using a chain saw for hours on end? What about hooters and screeching tyres - especially in the middle of the night? Unbearable heat in summer makes many people feel irritated - especially in stuffy classrooms. Then there are things such as flickering lights, broken equipment (or no equipment at all). Dogs that bark all night long can make one feel extremely agitated. So, it is obvious that factors that upset one's physical well-being can also cause stress.

Children who find it difficult to make friends often feel lonely, and can experience stress as a result. Therefore, you must remember that if there is a tendency in your school to exclude other learners, or to make fun of them, such learners will be placed under unnecessary stress. What if you were that unfortunate learner who has to stand all alone during break times? If you struggle with a certain learning area, or you don't read well, you might experience stress (or maybe not!) If you are afraid of bullies or of a strict teacher, you may become afraid of going to school – and that is a huge problem!

Some teenagers are extremely sensitive about the physical changes they are undergoing. All people don't grow up at the same pace. One boy's beard may become tough and dark before the rest of the boys in his class have even thought of shaving. A girl's figure may develop faster than those of the rest of the girls in her class. Do you tease such a person? That is really not nice. Many lovely girls develop a bad posture just to prevent people from noticing that they are growing up. Relax! Remember that all people undergo physical change; it just doesn't happen at the same pace.

Yes, everyone stresses, but not about the same things. What causes you to stress? What causes your parents to stress? Think about it for the moment. We shall get back to this topic later.

- What to do:

1. Make a mind map of all the factors that can cause stress that you have learnt about in this module. Remember to divide the factors into broad categories. The table will help you. Maybe you should complete it first. Use colour, simple sketches and so on to make it easier for other people to understand your brain chart. (**This mind map could be something very special in your portfolio.**)

2. This table could help you to complete your mind map. The stress factors are divided into broad categories. They will become the main branches or arms of your mind map. YOU fill in the examples under the correct headings in the table, and there you are! You will be ready to make a magnificent mind map.

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<sup>4</sup>This content is available online at <<http://cnx.org/content/m21264/1.1/>>.

Trauma	Environment	Social	Personal
Death			

**Table 2.4**

3. Use the space below for your mind map. Write stress factors in the centre and make your big “arms” first. Then write your examples to look like “fingers” growing out of the big arms. Be creative and use sketches and colours. Enjoy it!

4. Do you think that all the stress factors have been mentioned already? Just to make sure:  
Divide up into small groups of five to seven learners.

Use brainstorming to think of other stress factors that have not been mentioned yet.  
Write those down that have not been mentioned yet.

5. Now you can enter these factors under the correct heading in your mind map. By now you should have a reasonably complete list of factors that may cause stress. It is important to remember that not all people are stressed by the same things, and that a small problem for one person may be a major problem for someone else. Therefore it is wise not to mock other people if they stress about something that you regard as totally unimportant. Be prepared to listen patiently and sympathetically. That is what a true friend, or a person who cares for others, will do.

6. For interest’s sake:

Which colours do you associate with tranquillity?

Which colours make you feel agitated?

Which colours are there in your bedroom?

What is the colour of your classroom?

Do you think colour influences the way you feel?

7. Exercise in creativity

- Draw a picture that depicts your idea of **one** of the following:
  - Stress
  - Tranquillity
- Use colour to make your drawing / sketch extra special. This could also be placed in your PORTFOLIO. Remember, you do not have to be an artist to do this. Use form and colour to convey a certain mood. Enjoy it.

#### 2.4.6 Assessment

<b>Learning outcomes(LOs)</b>
<i>continued on next page</i>

LO 3
Personal Development <b>The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.</b>
Assessment standards(ASs)
We know this when the learner:
3.1 analyses and discusses factors which influence self-concept formation and self-motivation;
3.2 reflects on appropriate behaviour in different kinds of interpersonal relationships;
3.5 designs and implements a personal plan for preventing and managing stress.

**Table 2.5**

#### 2.4.7 Memorandum

Activity 4:

Make a brain chart of stress factors – portfolio.

Here one must look at:  
 comprehensiveness (content)  
 classification skills  
 creativity

The influence of colour: portray stress / rest

### 2.5 Stress symptoms<sup>5</sup>

#### 2.5.1 LIFE ORIENTATION

#### 2.5.2 Grade 8

#### 2.5.3 HANDLING STRESS

#### 2.5.4 Module 9

#### 2.5.5 STRESS SYMPTOMS

##### 2.5.5.1 Activity 5:

One often feels tense about something, for example about a test. When the moment of tension has passed, one relaxes again. Sometimes one just doesn't feel well, but one doesn't really know what is wrong. If you are always shaky, or you have a constant head

ache, you must first go to the doctor to make sure that there is not some physical cause for your condition. Many teenagers grow very fast and sometimes suffer from anaemia, which can make one feel tired or rundown. If the doctor can find nothing wrong with you, it is wise to consider whether there is something that is troubling you. Consider the stress factors and decide whether there are things that are upsetting your general well-being.

Answer the following questionnaire to see whether your stress levels are low, medium or high. Remember that this is not a standardised test and it is therefore not a diagnosis, but merely an indication.

This is how it works:

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<sup>5</sup>This content is available online at <<http://cnx.org/content/m21268/1.1/>>.

- There are two scales: A and B. The A scale indicates how severe it is (the intensity) and the B scale indicates how often it occurs (frequency). Both A and B will have high scores if the stress levels are high.
- 4 = almost unbearable (A) and almost always (B)
- 3 = very disturbing (A) and frequently (B)
- 
- 2 = noticeable (A) and regularly (B)
- 1 = not disturbing (A) and sometimes (B)
- 0 = What are you talking about
- 

Symptom		A score	B score
• anxiety			
• sweaty palms			
• headaches			
• shoulder and neck pain			
• nausea			
• stomach aches			
• sleep badly			
• sleep too much			
<i>continued on next page</i>			

• always tired			
• irritable			
• drink or take drugs			
• feel alone, lonely			
• listless			
• tearful			
• can't concentrate			

**Table 2.6**

**Important:** If you score many 4s in the A and the B columns, do yourself a favour and talk to an adult you can trust. It could be a parent, a teacher, a minister, pastor or grandparent. You could also take this list to a psychologist or your family doctor. He / she could ask you to give more information and then help you. You don't have to go about under a dark cloud of anxiety and tension, because there are many plans that can help you. This module will offer you some of these plans. But remember: don't try to bear your worries on your own. There are people who will gladly help you. Just ask!

- Read on.

Let us look at some of the symptoms more closely

1. *Anxiety.* Do you feel as if you are being chased by something all the time? Do you feel that there is not enough time in your day for you to do all your chores? Maybe it would help if you made a list of all the things that worry you, and then draw a line through each one with a nice thick pen as soon as you get it out of the way. Organisation is the password here. Take control over the things that worry you. If you feel so anxious, it also means that you can't really concentrate on important tasks (and school work). That in turn leads to trouble with teachers and parents, not so?

2. *Aches and pains.* When a person is very tense, your muscles become stiff and sore. You can even get a stomach ache, because the stomach is an involuntary muscle. It is good to do some exercise, because that causes your body to secrete endorphins which make you feel better.

3. *Problems with sleeping.* If you are very tense, you may not be able to sleep, or otherwise you may fall asleep, but wake up every now and then. That means that you will be even more tired and stressed the following day. It is important that you follow a routine so that your sleeping pattern can

normalise. Take a warm bath and drink a glass of milk before bedtime. A few drops of lavender oil in the bath or on your pillow will help you to fall asleep. Don't do anything strenuous before you go to bed. If you know what it is that you are worrying about so much, tackle the problem long before bedtime.

4. *Fatigue*. Are you always tired, even if you sleep quite well? Have you been to see the doctor about a blood test to eliminate the possibility of anaemia and other causes? When one has experienced stress over a long period of time, one's "reserves" become depleted. You are like a battery that cannot recharge. We will come to methods that can be applied to improve this condition.

5. *Tearful, irritated*? All people do not react in the same way when they experience stress. Young girls are inclined to be tearful, while young men feel irritated and become angry at the slightest provocation. We are going to look at solutions for excessive stress in the rest of this module.

[LO 3.1, 3.2]

### 2.5.6 Assessment

Learning outcomes(LOs)
LO 3
Personal DevelopmentThe learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
Assessment standards(ASs)
<i>We know this when the learner:</i>
3.1 analyses and discusses factors which influence self-concept formation and self-motivation;
3.2 reflects on appropriate behaviour in different kinds of interpersonal relationships;
3.5 designs and implements a personal plan for preventing and managing stress.

Table 2.7

### 2.5.7 Memorandum

Activity 5:

- Stress symptoms; A and B scale (put into perspective)

## 2.6 A healthy lifestyle in handling stress<sup>6</sup>

### 2.6.1 LIFE ORIENTATION

### 2.6.2 Grade 8

### 2.6.3 HANDLING STRESS

### 2.6.4 Module 10

### 2.6.5 A HEALTHY LIFESTYLE IN HANDLING STRESS

#### 2.6.5.1 Activity 6:

**Remember, it is not necessarily the things that cause stress that determine your life – it is how you handle stress!**

<sup>6</sup>This content is available online at <<http://cnx.org/content/m21270/1.1/>>.

*Having a healthy lifestyle* is surely one of the most important ways in which to prevent stress. Yes, it does sound very basic and dull – and old? But be assured, there are no substitutes for common sense and a healthy lifestyle.

All the books (and, alas, your mother) say, “Eat your vegetables and your fruit”. They are quite right. Your *diet* is of the utmost importance in preventing stress. The B vitamins are your stress controllers. They give you more fighting power against stress. We are not going to go into detail about the nutritional advantages of each type of foodstuff, as this isn’t the place for it, but eat regularly and follow a healthy diet! When one goes on a strict diet, one’s metabolism slows down, and when the diet is ended, one puts on weight much more easily. When you don’t eat enough, you feel agitated and irritable, because your blood-sugar levels are low. If you stuff yourself full of starches and sugars, your energy drops shortly after you experience the “sugar rush”, and you become tired and bad-tempered. Therefore it is wise to eat small amounts of healthy foods every now and then, and you will see that you will be lean and lovely.

1. Which vitamins are especially important as preventers of stress?
2. Do some research and write down five foods that are rich in these vitamins.
3. Do you eat enough of these foods? Write down what you eat for two days and see what you eat.

	Day 1:	Day 2:
<i>Breakfast:</i>		
<i>Snacks:</i>		

**Table 2.8**

<i>Afternoon:</i>		
<i>Evening:</i>		

**Table 2.9**

Glasses of water per day: ..... (more or less)

4. Analysis of own eating habits (in other words, say whether you think that your eating habits are healthy or not; give reasons):

5. **Plan for PORTFOLIO.** Use two sheets of paper and make two collages: one of your absolutely favourite foods, and the other of the healthiest foods that you can get hold of.

Then write a comparative analysis (show how the two collages differ). That will indicate whether you know what healthy foods are or not. Enjoy it! (The activity, not the food!)

6. Why is a strict diet often undesirable?
7. What is the best way to eat?
8. Which is the healthiest: chips (French fries) or a jacket potato (boiled with its peel still on)? Why?  
[LO 3.1]

Read on.

To be optimally healthy and happy one must get enough rest and sleep. Some of us are night owls and prefer to work late at night. Others are morning people who choose to be productive early in the morning. Most people function well if they have about eight hours’ sleep per night. Don’t stress about one or two nights. When insomnia carries on for too long, take a look at the plans we have given you under the heading “Sleeping problems”. Sleeping tablets and alcohol make you feel more tired than ever in the mornings. Soothing music is calming, and a candle (in a safe place) is better than electric lighting or a flickering television screen.

4. Are you a morning person or a night owl?
5. How long do you sleep (on average) at night?

6. Do you feel rested when you wake up?
  7. Does your bedtime differ greatly from that of the rest of the family? Does it cause problems?
  8. Are there times when you “do your own thing” peacefully on your own? Or can’t you keep yourself busy, and must there always be other people around you?
- In which box do you belong?

passive, would rather do nothing and prefer to sit / lie	relatively active, but like doing own thing	active and busy with sport and friends	active, but keep myself very busy
very active and busy with many things	restless if there aren't any people around	restless and don't sleep well	restless, can't sleep, and tired

**Table 2.10**

[LO 3.1]

### 2.6.6 Assessment

Learning outcomes(LOs)
LO 3
Personal DevelopmentThe learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
Assessment standards(ASs)
We know this when the learner:
3.1 analyses and discusses factors which influence self-concept formation and self-motivation;
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3.5 designs and implements a personal plan for preventing and managing stress.

**Table 2.11**

### 2.6.7 Memorandum

Activity 6:

- The value of a healthy lifestyle in handling stress
- Analysis of learner's eating habits: two collages for portfolio plus comparative analysis (insight of learner is assessed)
- Analysis of passive / active / restlessness

## 2.7 The value of exercise<sup>7</sup>

### 2.7.1 LIFE ORIENTATION

### 2.7.2 Grade 8

### 2.7.3 HANDLING STRESS

### 2.7.4 Module 11

### 2.7.5 THE VALUE OF EXERCISE

#### 2.7.5.1 Activity 7:

We are still discussing a *healthy lifestyle*. An unfit person is not optimally healthy. (You'd rather read than jog? Shame on you!)

Everyone needs exercise. That doesn't mean that we must all become marathon runners, gym geniuses or Kilimanjaro climbers, but moderate exercise is within everyone's reach. When we exercise, oxygen-rich blood is pumped through the body, our hearts and lungs work harder (cardiovascular) and the brain secretes endorphins ("happy juice") that make us feel better. Our muscles stay supple and we feel good about ourselves. And the mirror smiles back at us . . .

Yes, it does feel good to lie in front of the television set, munching away at a bowl of chips, but you need exercise to be happy and healthy. If you're not into team sports, find something that will work for you.

1. Form groups of five to seven learners and make a list of ways in which to get exercise. Think further than school sports. Compile your own list after each group's list has been read out.

2. Which sports or types of exercise do you do, and how often?

3. Are you a couch potato or a livewire? Any new objectives?

[LO 3.1]

### 2.7.6 Assessment

Learning outcomes(LOs)
LO 3
Personal DevelopmentThe learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
Assessment standards(ASs)
We know this when the learner:
3.1 analyses and discusses factors which influence self-concept formation and self-motivation;
3.2 reflects on appropriate behaviour in different kinds of interpersonal relationships;
3.5 designs and implements a personal plan for preventing and managing stress.

Table 2.12

### 2.7.7 Memorandum

#### Activity 7:

The value of exercise (think tank type of activity)

<sup>7</sup>This content is available online at <<http://cnx.org/content/m21271/1.1/>>.

## 2.8 Personal stress<sup>8</sup>

### 2.8.1 LIFE ORIENTATION

### 2.8.2 Grade 8

### 2.8.3 HANDLING STRESS

### 2.8.4 Module 12

### 2.8.5 PERSONAL STRESS

#### 2.8.5.1 Activity 8:

It is time to put “*my very own stress*” under the microscope. How can one ever be free of one’s very own stress? After all, stress is caused by the individual way in which each person experiences things. Fortunately there are quite a few factors with which to control one’s very own stress.

*Know yourself.* If you know what your strong points and your weak points are, and you accept yourself for what you are, you will know what you can handle and what you can’t handle, or what it is that you need to work at. If you are painfully shy (an introvert) it isn’t wise to become a member of the debating team – except if you are determined to overcome your shyness and your coach knows about it. If you are terrified of tests, there is no point in bunking school on test days. Then your fears just increase. Rather prepare thoroughly before a test and tell your teacher about your fear. Try very hard to improve your poor marks, but remember – low marks do not mean that you are an inferior person. If you faint when you see blood, don’t be a member of the first-aid club; rather do something else. You are OK the way you are. We must remember that every human being is a work in the making, and change is necessary in order to handle life. Think like a winner and like a precious, unique being, and act that way. If others misuse you, learn to say NO firmly, but in a friendly manner. It does take some practice and a lot of guts. Next time a lazy scoundrel wants to borrow your book to copy your work, say, “Sorry, I can’t.” You don’t have to explain (and tell a lie). It’s *your* book. Your work is *your* responsibility. *His* work is *his* responsibility. Now you don’t have to worry that your book will disappear, or that the teacher will catch you out. Therefore, less stress. If the lazybones is cross with you - well, that’s also his problem. Such a person is clearly not a friend.

1. Why must one be aware of his / her weak and strong points?
2. Do you sometimes allow other people to misuse you? Why?
3. Get together with a friend and think of a few ways in which you can help someone to say “no” to lazy scoundrels and other cockroaches. (Violence is not an option.)

#### 2.8.5.2 Read on.

*Find a true friend.* Look around a bit and find someone whom you respect. Someone who isn’t always trying to compete with you, and who doesn’t have to be better than you at all cost. It must be someone who accepts you totally for what you are and who is honest with you and doesn’t talk about you behind your back. When two good friends seriously disagree about something, it doesn’t mean that the friendship is over. No, it simply means that there is a problem that has to be solved. People are allowed to differ about things – it’s only natural. Speaking openly with a true friend helps one to feel less alone and it helps to lower one’s tension levels. IF that person is a true friend, remember – it is far better to listen than to force your opinion onto your friend. Give your opinion only if you are asked to do so. If there is a problem that you can’t solve, ask an older, reliable person to give an opinion. True friends care for each other’s well-being and will seek help if there is trouble. Are you helping your friend if you keep quiet about something that may cost his or her life?

4. Why is a true friend a “stress reliever”?

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<sup>8</sup>This content is available online at <<http://cnx.org/content/m21272/1.1/>>.

### **2.8.5.3 5. Class discussion**

- What will a true friend do if:
- his / her friend uses drugs?
- someone gossips about his / her friend?
- he / she is angry with his / her friend about something?

### **2.8.5.4 Read on.**

A great stress factor is family problems. It is a bonus if you have a *happy family life*. Nobody is going to lecture you by saying, “Appreciate your mother and father and brothers and sisters.” When you are in your teens, you detest being lectured about such things and you often find your parents and other family members to be an irritation and an embarrassment. We are talking about an ordinary, normal everyday family - people who argue and differ, but who know that they care for each other and will stand together at all costs. When something happens to this ordinary family, for instance if

someone gets very ill, or the parents want to have a divorce, everyone’s stress levels go sky-high. Everyday arguments and discord also create stress, but that is of a passing nature. It’s like the weather. The skies turn grey, the clouds grow dark, there is heavy thunder, the rain falls (tears), and then the sun shines again. When something very serious goes wrong in the family, the members of the family sometimes need outside help. If there is something wrong in your family, talk to a reliable adult so that you can get perspective and help.

Teenagers who have a very hard time when their parents go through a divorce, try to take the place of the parent who has left home. Sometimes parents also make the mistake of sending messages to each other via the children. It isn’t a good thing to place the child in the middle of the parents’ problems. If that should happen to you, you can say in a friendly and sympathetic way, “I think it’s better if you speak to each other on your own.” Remember, adults also make mistakes. Understand and forgive them if they lose their cool in such a situation – but they have to solve their own problems; you can’t do it for them; not by crying or shouting; not by running away from home or by threatening to commit suicide … your job is to work through your own sorrow about the situation and not to save the marriage.

6. Make a sketch of yourself and your family. It would be nice if you used colour. The drawing doesn’t have to be true to life. You could use parts of photographs to complete the picture. Enjoy the activity and be creative.

[LO 3.2]

### **2.8.6 Assessment**

Learning outcomes(LOs)
LO 3
<i>continued on next page</i>

Personal Development	The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
Assessment standards(ASs)	
<i>We know this when the learner:</i>	
3.1 analyses and discusses factors which influence self-concept formation and self-motivation;	
3.2 reflects on appropriate behaviour in different kinds of interpersonal relationships;	
3.5 designs and implements a personal plan for preventing and managing stress.	

**Table 2.13****2.8.6.1 Memorandum**

Activity 8:

- Personal stress:
  
- Know yourself
- Find a true friend
- The family (sketch for inclusion in portfolio?)

**2.9 The school and stress<sup>9</sup>****2.9.1 LIFE ORIENTATION****2.9.2 Grade 8****2.9.3 HANDLING STRESS****2.9.4 Module 13****2.9.5 THE SCHOOL AND STRESS****2.9.5.1 Activity 9:****2.9.5.2 Then, of course, there is still School!**

How do you feel about school? Is it a dull, grey building with dust in the air and dust in every corner? With horrible children who talk about you behind your back and teachers who pick on you? Is it a waste of time, because you “aren’t going to use any of what you have learnt in real life anyway”? Here is news for you: you are the only one who can change things! You don’t have to grab a broom and a paint brush – although a bright red Maths classroom with yellow dots could grow on one . . . What we mean is that even if you can’t change the school, you can change your perception (view) of school. You have to attend school up to a certain age. Certain qualifications are essential if you want to study further or get a job. You’ll just have to swallow that, brother. There are things that you can do to make school more . . . well, pleasant.

Basically, a school consists of its learners and its educators. The people make the school. There are three factors that you must handle correctly: the people around you, the work and yourself. The people around you are the other learners and the educators. If you have positive relationships with them, school will not be a nightmare. People like people who like them. Greet the educators and give them a smile. That doesn’t

<sup>9</sup>This content is available online at <<http://cnx.org/content/m21274/1.1/>>.

mean that you are sucking up to them – it means you are a person who takes other people's feelings into consideration. Keep out of the cattiness of

the cliques and be considerate towards others. People respect others who can stand on their own and have their own points of view.

Schoolwork is easy to handle if you approach it bit by bit. Bite off small pieces at a time – chew a little bit each day, and it will be easy to digest it. Stuff it all in on one day before a test or exam, and you will feel sick! It's actually so simple: listen and ask questions in class. Do your work every day. Bring your books to school. Do your projects in time. Make time for revision. Don't bunk school. If you really have a reading or learning problem, ask for help as soon as possible. Ask repeatedly. It is the educators' job to help you. Your job is to acquire knowledge and skills so that you will be equipped for the future. Keep things as simple as possible. Don't complicate your life by getting involved in feuds with others, or by missing school unnecessarily. Such things just cause unnecessary stress.

1. Get together in small groups and give advice for the following problems:

a) Bella's home language is Italian. Her English is not good and she doesn't understand any Afrikaans. Her closest school has English and Afrikaans as medium of instruction, and she can do all her studies in English. She is not doing well at school. Bella is 15 years old and now she wants to leave school.

b) Sammy is younger than his classmates. He is still at the stage where he likes to play, and he isn't interested in girls yet. His classmates don't invite him to their parties.

c) Lee's parents are very strict. She is not allowed to sleep over at her friends' homes. Her friends are now excluding her from their activities.

d) Gavin is hyperactive. He can't sit still in class. His concentration is poor. His parents are unwilling to have him put onto medication. The other learners are irritated with him, because he disrupts the class.

e) On your own: Write hints on how to keep your life at school as stress-free as possible. The assignment can go into your PORTFOLIO. Your hints will show whether you have really thought deeply about what has been said in the passage (Activity 9) and whether you are able to give practical hints.

[LO 3.2]

## 2.9.6 Assessment

### Learning outcomes(LOs)

LO 3

#### Personal Development

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

### Assessment standards(ASs)

*We know this when the learner:*

3.1 analyses and discusses factors which influence self-concept formation and self-motivation;

3.2 reflects on appropriate behaviour in different kinds of interpersonal relationships;

3.5 designs and implements a personal plan for preventing and managing stress.

## 2.9.7

## 2.9.8 Memorandum

### Activity 9:

The school and stress:

Case studies

Hints (portfolio: test insight and outlook)

## 2.10 Hints on handling stress<sup>10</sup>

### 2.10.1 LIFE ORIENTATION

### 2.10.2 Grade 8

### 2.10.3 HANDLING STRESS

### 2.10.4 Module 14

### 2.10.5 HINTS ON HANDLING STRESS

#### 2.10.5.1 Activity 10:

- There are various other methods that can help to control stress. If you follow a healthy lifestyle and you get on well with other people you are basically sound.
- Here are some more suggestions to help you. I will mention them briefly. It isn't difficult to find out more about these methods. Find out about them on the Internet or in the library, or ask someone.

Correct breathing is much more important than most people realise. When you become anxious, concentrate on breathing deeply and slowly. Breathing out should take longer than breathing in. Breathe in and hold your breath for five seconds, then breathe out slowly for eight seconds. Slow, deep breathing has a calming influence. When people are very tense, they breathe faster and their breathing becomes shallower, which could cause hyperventilation or fainting.

If you couple the correct breathing methods with muscle relaxation exercises, you can really achieve deep relaxation. Start with simple exercises. Draw up your shoulders as high as possible, and hold for about five seconds. It causes you to breathe more difficultly, doesn't it? Relax, let your shoulders drop and allow your arms to hang loosely. Move your fingers and breathe deeply. It feels better already, not so? One can apply this technique to one's whole body. Start with your feet and contract the various groups of muscles tightly for five seconds, then relax and breathe deeply. Work through all your muscles in this way and then relax your whole body. Make sure that you are lying down or that you are in a comfortable position, and don't jump up – you might fall down! Open your eyes slowly and move slowly.

Spoil yourself by going for a massage. Ask the masseur to use natural oils that promote relaxation, and feel how those stiff muscles loosen up. A good reflexologist who concentrates on reflexes and other pressure points can bring about deep relaxation. But beware of untrained people!

If your stress levels are out of control, you should consult a clinical psychologist. Such a person will have various methods of helping you. If he / she should recommend that you take medication, use it as prescribed. Don't try to self-medicate with all kinds of junk remedies.

Some more common sense advice: avoid people who always try to push you deeper into the mud. Those friends who never have anything but negative comments to offer

and always see only the worst in everything are not what you need if you are experiencing stress. Such people thwart your efforts to exercise positive thinking. Learn to say no to things that harm you, and yes to a successful life.

Keep a notebook and make a cross for each negative thought. Replace each negative thought with a positive thought. Reward yourself when the number of crosses decreases. A negative thought pattern must be broken, otherwise your stress levels will simply climb and you may become depressive.

Use the problem solving techniques that you learn at school to approach your problems objectively. Then you transfer the problem from the "emotional centre" to the cognitive, as it were. So you succeed in distancing yourself from the problem and seeing it in perspective.

Do something unusual – take up dancing and have a ball. It will have the added benefit of improving your posture.

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<sup>10</sup>This content is available online at <<http://cnx.org/content/m21275/1.1/>>.

Make sure that your expectations are realistic. You may be expecting too much of yourself, your parents and other people. Perfectionists spend their lives being anxious about making mistakes, or constantly overreact about the mistakes other people make. Chill! How else can one learn? Only through trial and error, as the saying goes. Remember, if you have made a mistake, set it right as soon as possible. It isn't the end of the world. There is nothing so dreadful that it should mess up your life. The bad times don't last. Terrible disappointments are worked through and accepted. The human being is a tough creature and life is good! Enjoy it sensibly.

- Let us see how many of these stress control methods you use:

#### **2.10.5.2 Complete this table in full:**

(You could possibly use it for your PORTFOLIO.) Place a tick in the relevant column. Write down all the methods that are briefly mentioned in this module.

Table 2.14

- Can you come to any conclusion?

[LO 3.5]

## 2.10.6 Assessment

<b>Learning outcomes(LOs)</b>
LO 3
Personal DevelopmentThe learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
Assessment standards(ASs)
<i>We know this when the learner:</i>
3.1 analyses and discusses factors which influence self-concept formation and self-motivation;
3.2 reflects on appropriate behaviour in different kinds of interpersonal relationships;
3.5 designs and implements a personal plan for preventing and managing stress.

**Table 2.15**

## 2.10.7 Memorandum

Activity 10:

General review:

Hints on handling stress

Assessment exercise



# Chapter 3

## Term 3

### 3.1 What is true health?<sup>1</sup>

#### 3.1.1 LIFE ORIENTATION

#### 3.1.2 Grade 8

#### 3.1.3 PHYSICAL DEVELOPMENT AND MOVEMENT

#### 3.1.4 Module 15

#### 3.1.5 WHAT IS TRUE HEALTH?

##### 3.1.5.1 Activity 1:

3.1.5.2 To make you aware that there are factors that are either advantageous or disadvantageous to all living organisms

##### 3.1.5.3 [LO 1.3]

- Read the passage below carefully and answer the questions that follow.

A human being is an entity consisting of body, mind and spirit

This module focuses on the physical development of the human being. Because a human being consists of far more than simply a body, we cannot concentrate only on the physical aspects of our being. I can still remember my old school motto (although I am not so sure of the Latin spelling): *Mens sana in corpore sano*. This means: “A sound mind in a sound body.” I believe very strongly in this saying, even if my Latin isn’t so wonderful!

- Back to the module...

What is true health? It is the pleasure of having a full life, because the body, the mind and the spirit function optimally. It is the ideal state in which every living organism should exist. But as we know only too well, ideal and reality do not always agree. There are all kinds of pests, diseases, too little time to exercise or to relax, pollution, stress.... All these things rob us of optimal health. And it is not only

human beings that are affected – all organisms on earth are harmed by these factors.

There are, however, ways of getting closer to optimal health. First of all we should examine the everyday things that are more or less under our control. To follow a healthy lifestyle, the following is essential: a balanced diet, sufficient and regular exercise, sufficient sleep and rest, stress management mechanisms, good interpersonal relationships and a visit to a health care professional when necessary.

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<sup>1</sup>This content is available online at <<http://cnx.org/content/m21276/1.1/>>.

- Answer the following questions:

1. Name the factors that could prevent one from having optimum health. Use your own words if possible to show that you really understand the passage.
2. Is it only humans who are harmed by the above-mentioned factors? Discuss this matter in class and then give your answer. A “Yes” or a “No” is not enough.
3. What is necessary for one to have a healthy lifestyle? Do some research and then compile a list of at least 10 points.
4. Class discussion. Is the average South African a “couch potato” or not, and if he/she is, what should we try to do about it? Write a summary of the class discussion in the space below.

### 3.1.6 Assessment

#### Learning outcomes (LOs)

LO 1

Health promotion

The learner will be able to make informed decisions regarding personal, community and environmental health.

*We know this when the learner:*

1.3 describes what a healthy lifestyle is in own personal situation, as a way to prevent disease.

LO 4

Physical development and movement

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

*We know this when the learner:*

4.1 plans and participates in an adventurous recreational outdoor activity;

4.4 designs and plays target games;

4.5 investigates and reports on gender equity issues in a variety of athletic and sport activities.

## 3.2 Why is play important?<sup>2</sup>

### 3.2.1 LIFE ORIENTATION

### 3.2.2 Grade 8

### 3.2.3 PHYSICAL DEVELOPMENT AND MOVEMENT

### 3.2.4 Module 16

### 3.2.5 WHY IS PLAY IMPORTANT?

#### 3.2.5.1 Activity 3:

#### 3.2.5.2 To make you aware of the value of games or play

#### 3.2.5.3 [LO 4.4]

#### 3.2.5.3.1 Why is play important?

Both humans and animals have a natural desire to play. Most of us have kittens or puppies at home. The kitten chases a ball of wool and catches it, hits it back and forth with its paws; the puppy jumps at a slipper, gnaws at it and growls angrily when you want to take it away from him.

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<sup>2</sup>This content is available online at <<http://cnx.org/content/m21277/1.1/>>.

One can go so far as to say that play is nature's way of preparing the young of a certain species for life. The young one learns through play – and by playing the young animal or child develops its muscles and physical skills. By playing as part of a group the young child also learns to interact in a group and to develop social skills.

What happens when a child plays? The child is relieved of all the excess energy in a constructive manner and becomes fit. When children play together, they acquire an *esprit de corps*, a sense of fairness, daring and resourcefulness.

How does one then define “playing” or “play”? Is it as simple as “everything that we do because that is what we want to do, and we enjoy it”? Play can be structured or unstructured – with or without rules.

### **3.2.5.3.2**

#### **3.2.5.3.3 Answer the following questions:**

1. Explain the concept “play” (the noun) in your own words.
2. How do the young of animals learn to stalk their prey, or guard their meal?
3. Supply two examples of how a young child learns through play.
4. Choose one of your classmates and discuss examples of informal, unstructured play, as well as examples of structured play (e.g. rugby, skipping). Write down at least four examples.
5. What do you regard to be the most important differences between *structured* and *unstructured play*.
6. Arrange to have a class debate on the issue of *school sport*.
  - One speaker can have the following point of view: “School sport should be privatised and only the learners who have the talent to play sport, and take an interest in it, should be allowed to belong to such clubs.”
  - Another speaker can defend the traditions and value of school sport.
  - Each above-mentioned speaker has a second speaker to help defend the respective points of view.
  - The class will vote once all the speakers have made their speeches.
  - The class should appoint a chairperson before the proceedings start, so that the rules of debating and the class discipline are not undermined.
  - It is suggested that a language teacher be asked to run through the finer points of debating procedure with you before you start with this assignment.
  - Skills that are relevant here are debating, listening, and summarising main points.
7. Write down the main points of each of the speakers' speeches. This will motivate you to listen attentively and also to consider the merits of each argument thoroughly before you cast your vote.
  - School sport should be privatized
  - School sport is valuable because \_\_\_\_\_
8. This assignment can be used for assessment. Knowledge and insight are relevant here.
  - a) List the advantages of play for both humans and animals.
  - b) Choose any activity that you think contains all the physical components to be regarded as “play”. Now write clear *instructions* on how to “play this game”, and comment on the value of the activity. Once you have finished writing, the teacher may ask you to demonstrate or explain this activity. Be very exact in explaining the activity. Write short sentences.
 

Name of “game” \_\_\_\_\_

Details

### **3.2.5.4 [LO 4.4]**

## **3.2.6 Assessment**

### **Learning outcomes (LOs)**

**LO 1**

Health promotion

The learner will be able to make informed decisions regarding personal, community and environmental health.

*We know this when the learner:*

1.3 describes what a healthy lifestyle is in own personal situation, as a way to prevent disease.

**LO 4**

Physical development and movement

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

*We know this when the learner:*

4.1 plans and participates in an adventurous recreational outdoor activity;

4.4 designs and plays target games;

4.5 investigates and reports on gender equity issues in a variety of athletic and sport activities.

### **3.3 The value of rules<sup>3</sup>**

#### **3.3.1 LIFE ORIENTATION**

#### **3.3.2 Grade 8**

#### **3.3.3 PHYSICAL DEVELOPMENT AND MOVEMENT**

#### **3.3.4 Module 17**

#### **3.3.5 THE VALUE OF RULES**

#### **3.3.6 Activity:**

#### **3.3.7 To make you aware of the value of rules in any game or physical activity**

#### **3.3.8 [LO 4.4]**

#### **3.3.8.1 Read the following paragraphs attentively and then answer the questions that follow.**

I am sure that most of you have already broached the issue of “rules” in certain games or during a match. Naturally, all structured play has rules, even if they are unspoken, or even if they change quite often.

Two little girls who are playing with their dolls, or little boys playing with their toy cars, usually also have “rules”. These rules could perhaps concern some valuable item and the rule could be: “Everybody can play with this, but only for five minutes.” Or: “My mom doesn’t allow us to play with this outside, because it’s too expensive and could get damaged.”

There are rules in team sports to ensure the safety of the players, as well as to make sure that all is fair. Some rules make the game more exciting or intricate. What would happen in a rugby match if there were no rules? I’m sure there would be many more injuries and even fighting, because there would not be proper fair play. Rules are there to protect the players and to inculcate self-discipline, but also to enforce fairness. In other words, players do not only develop their muscles, but also their moral values and social skills. That is why thuggery in the world of sport is unacceptable and dangerous.

1. In your own words, explain why rules are important in sport (play).

In small groups: Choose a sport. Describe it and write down the rules. Think about the rules and give reasons why they are necessary.

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<sup>3</sup>This content is available online at <<http://cnx.org/content/m21278/1.1/>>.

### 3.3.9 Assessment

#### Learning outcomes (LOs)

LO 1

Health promotion

The learner will be able to make informed decisions regarding personal, community and environmental health.

*We know this when the learner:*

1.3 describes what a healthy lifestyle is in own personal situation, as a way to prevent disease.

LO 4

Physical development and movement

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

*We know this when the learner:*

4.1 plans and participates in an adventurous recreational outdoor activity;

4.4 designs and plays target games;

4.5 investigates and reports on gender equity issues in a variety of athletic and sport activities.

## 3.4 Designing a game with specific rules<sup>4</sup>

### 3.4.1 LIFE ORIENTATION

### 3.4.2 Grade 8

### 3.4.3 PHYSICAL DEVELOPMENT AND MOVEMENT

### 3.4.4 Module 18

### 3.4.5 DESIGNING A GAME WITH SPESIFIC RULES

#### 3.4.5.1 ACTIVITY 4:

#### 3.4.5.2 To explain a sport or game, using sketches and labels

#### 3.4.5.3 [LO 4.4]

- Draw any of the following:

A netball field

A tennis court

A rugby field

Any other approved by the teacher

a) Indicate the positions of the players where applicable.

b) Write down important details about the sport or game so that everyone can understand them.

c) When you have completed it, write down the skills and qualities (character traits) needed for a number of sports of your own choice:

d) Skills and qualities needed for \_\_\_\_\_

### 3.4.6 Assessment

#### Learning outcomes (LOs)

LO 1

Health promotion

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<sup>4</sup>This content is available online at <<http://cnx.org/content/m21279/1.1/>>.

The learner will be able to make informed decisions regarding personal, community and environmental health.

*We know this when the learner:*

1.3 describes what a healthy lifestyle is in own personal situation, as a way to prevent disease.

LO 4

Physical development and movement

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

*We know this when the learner:*

4.1 plans and participates in an adventurous recreational outdoor activity;

4.4 designs and plays target games;

4.5 investigates and reports on gender equity issues in a variety of athletic and sport activities.

## 3.5 Designing a game with specific goals<sup>5</sup>

### 3.5.1 LIFE ORIENTATION

### 3.5.2 Grade 8

### 3.5.3 PHYSICAL DEVELOPMENT AND MOVEMENT

### 3.5.4 Module 19

### 3.5.5 DESIGNING A GAME WITH SPESIFIC GOALS

#### 3.5.5.1 Activity:

#### 3.5.5.2 To design a game with specific goals

#### 3.5.5.3 [LO 4.4]

Here is a variation on an old children's game that can be played on the playground, or even in a hall.

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<sup>5</sup>This content is available online at <<http://cnx.org/content/m31940/1.1/>>.

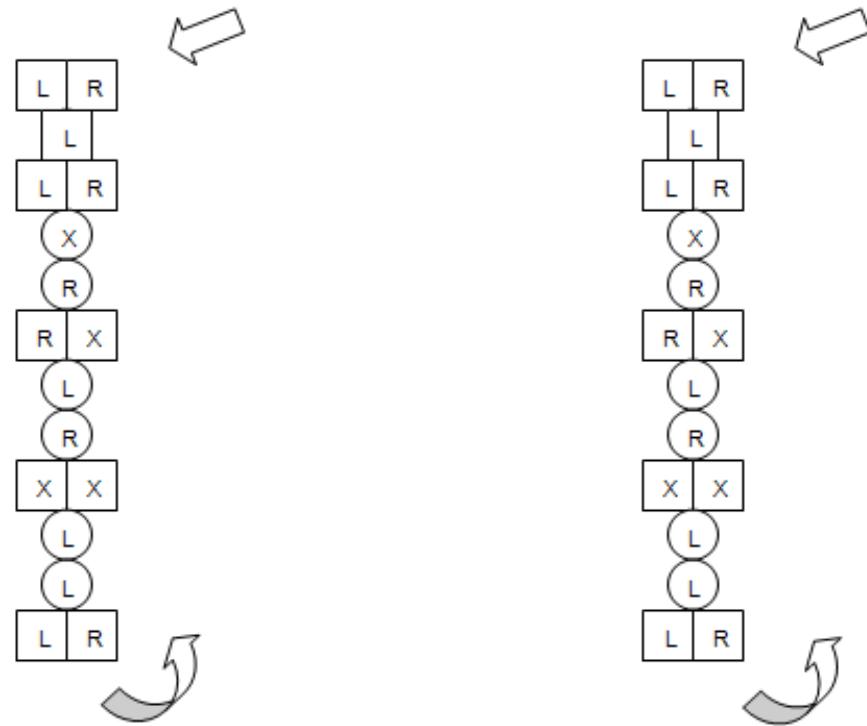


Figure 3.1

The outlines can be drawn with chalk. Two of the same “patterns” can be drawn, so that two people or two teams can play simultaneously.

Here is the key:

**L** = left foot

**R** = right foot

**X** = Do not tread in this box

**L/R** = Land with both feet at the same time.

There are 12 “spaces” (rectangles and circles) altogether.

Player 1 (of both teams) starts when the sign is given. When the last space has been reached without any fault having been made, the player runs back to his / her team and the next player starts as soon as player number 1 has joined the back of the row.

If a player makes any mistake, he / she must start from the beginning again.

You might think that this game could be made more interesting by making the goals which are aimed at, more challenging. Redesign the game and add what you think is necessary to make it more interesting. Remember that you must be able to demonstrate in practice that it is “playable”.

If you don’t like this game at all, you may design any other game. The most important feature is that there must be interesting / challenging goals, and you must be able to demonstrate how the game is played.

The more people there are who are interested in playing the game, the higher your mark will be.

### 3.5.6 Assessment

Learning outcomes (LOs)
LO 1
Health promotion The learner will be able to make informed decisions regarding personal, community and environmental health.
We know this when the learner:
1.3 describes what a healthy lifestyle is in own personal situation, as a way to prevent disease.
LO 4
Physical development and movement The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.
We know this when the learner:
4.1 plans and participates in an adventurous recreational outdoor activity;
4.4 designs and plays target games;
4.5 investigates and reports on gender equity issues in a variety of athletic and sport activities.

Table 3.1

## 3.6 Planning an adventurous extramural activity<sup>6</sup>

### 3.6.1 LIFE ORIENTATION

### 3.6.2 Grade 8

### 3.6.3 PHYSICAL DEVELOPMENT AND MOVEMENT

### 3.6.4 Module 20

### 3.6.5 PLANNING AN ADVENTUROUS EXTRAMURAL ACTIVITY

#### 3.6.5.1 Activity:

3.6.5.2 To plan an adventurous and relaxing extramural activity that is intended to improve the attitude of your class towards fitness and general physicality

#### 3.6.5.3 [LO 4.1]

Sport is good for the body if you feel like doing it and enjoy doing it. A day or weekend excursion can create the right context to make sport and play pleasant for everyone in the class.

Let us plan such an excursion now.

Step 1

1.1 In small groups, use a think tank format to come up with as many activities as possible for your weekend of adventure.

Hints:

Don't discuss the activities; simply write them down quickly.

Take turns to give ideas.

Don't belittle any ideas.

Make it your aim to get 20 ideas in five minutes.

•

<sup>6</sup>This content is available online at <<http://cnx.org/content/m21281/1.1/>>.

- **Make a list of your ideas:**

1.2 Now you must share the ideas with the rest of the class. If they have any new ideas, you must write them down as well.

Step 2

- Study your list carefully. Try to group the activities together in categories.
- For example: swimming, diving, and water polo are examples of *aquatic (water) sports*. Climbing rope ladders, rope bridges, and crawling through tunnels are activities that are usually found in *obstacle races*. Looking for shells, building sand-castles and snorkelling are examples of *beach activities*.
- Use a MIND MAP to test whether you are capable of correctly categorising activities that have certain qualities in common. Follow the instructions below so that you can use your mind map for your portfolio.
  1. A mind map has a key word (e.g. Activities) that is written in the centre of a clean page.
  2. The different categories “branch out” from this key word, like thick branches.
  3. The examples that fall under each category form the smaller branches around each category.
  4. Use colour, sketches and shapes to complete your mind map and to illustrate examples
  5. Become skilled at PMI, because it will help you to reflect thoroughly on a variety of activities before you make your choices.

PMI is the abbreviation for a thinking skill that was described by Edward de Bono. He is the author of a number of books on thinking skills. If you ever thought that thinking skills cannot be acquired, you should certainly read De Bono's books. We want to get the grey matter between our ears just as fit as our muscles!

- **P** is for **plus (positive)****M** is for **minus (negative)****I** is for **interesting**(or “Why didn't I think of that?”)

Therefore, when someone needs to consider an idea or make a decision, it helps to use a PMI thinking exercise to examine the issue properly. Write all the plus points of the idea in one column, all the minus points in the next, and the interesting features of the idea in the third column. Now you can look at the idea objectively, on paper, before you make a final decision about it.

- Let us look at a short example that will help you to become skilled in PMI. You must decide whether you are going to deposit R20 000 in a fund so that you can study at a good university one day, or whether you would rather spend it on an exciting trip to some overseas country.
- PMI this issue. Complete the example before you go any further.

- **For the STUDY FUND**

Plus	Minus	Interesting
<i>continued on next page</i>		

If the money is managed well, the fund will increase.	With the fluctuating economy the money could perhaps be worth less in a few years' time.	Maybe I can use the money to buy myself a motor-bike when I go to university.

**Table 3.2**

- **For the TRIP OVERSEAS**

Plus	Minus	Interesting
I need a holiday.	It's a lot of money to spend on a trip, and I should plan ahead.	Maybe I can get a job while I'm overseas, and gain some valuable experience.

**Table 3.3**

6. Consider the various categories on your mind map. Do a PMI on each of the categories to determine which of the activities are really possible for the excursion. Do it as indicated below, but please use a separate sheet of paper for rough work. The final choice is written in under 8 below. Your teacher can use this exercise for assessment and then the logic and insight that you show can also be taken into consideration.

7. Discuss your findings with the rest of the class.

8. With regard to the PMI exercises, you should now examine which two categories are the most suitable for your excursion. Write the PMI's that led to the final decisions in the table below, and then formulate your decision in full sentences in the allocated spaces.

- 
- **Category 1**

Plus	Minus	Interesting
.....	.....	.....

**Table 3.4**

I decided to use category \_\_\_\_\_ because:

- **Category 2**

Plus	Minus	Interesting
.....	.....	.....

**Table 3.5**

I decided to use category \_\_\_\_\_ because:

### Step 3

#### The PLACE!

- Now you must decide upon a suitable place for the excursion.

1. You can get a map yourself, or ask the teacher to find a map that indicates an area of approximately 350 km around the school. Try to find suitable spots for your adventurous weekend. Decide upon a possible location. Draw a map to indicate the following: the school, the route (and distance) and the place to which you want to go.

2. You should be able to answer the following questions with the aid of the map:

2.1 How far is the school from the proposed location?

2.2 Taking the present price of petrol into consideration, how much will it cost to travel from the school to the location? (Let's call it Camp Wow!) That is, if you were to travel by bus. Explain how you calculate it.

2.3 Do you think that some other form of transport would be more cost effective? Why?

2.4 Explain why you chose this specific place (location).

### Step 4

#### What shall we EAT?

- Preparing an appetising, healthy menu for the excursion.

#### What shall we eat?

Food is very important! Just consider the three meals per person per day at the camp, as well as the snacks one needs in between.

- Plan balanced meals for the class. You will be arriving at 18:00 on the Friday.
  - Friday evening
  - Saturday: Breakfast
  - You leave at 16:00
  - Make a list of healthy snacks.
  - Study your menu for the weekend carefully. (Do you know something? A menu can be something very special if it is made on a special, separate sheet of coloured paper with drawings or pictures on it.)
  - Answer the following questions together with one of your classmates:
1. How healthy is the menu? Give reasons for your answer.
  2. Are most of the ingredients fresh and is it easy to prepare the dishes? Give reasons for your answers.
  3. Have you remembered to find out whether there are any vegetarians, or vegans, in your group? Do you know what they eat?
  4. Is the kind of food that is suggested suitable for the age group and the occasion? Give reasons.
  5. How cost effective is your menu? If there are 30 people in the group, how much money should be spent on food for the week-end?

- You can also calculate the cost per person and then multiply it by the number of people.

(Or ask a home economics expert or someone's mother who is experienced in this kind of activity to help you draw up the food budget. You could also ask for suggestions on how to make appetizing but cost-effective meals.)

#### Step 5

Guidelines for packing your clothes and other requirements are very important

- Formulate your guidelines, using the following questions as basis:

1. Which factors should be taken into account when you pack your bag with clothes, shoes and toiletries for the weekend?

2. Taking the above-mentioned factors into consideration, draw up your guidelines now. Make headings, e.g. "shoes", "warm clothes" and "toiletries" so that it will be easy to check everything.

3. Ask a friend to evaluate your list in 2. How well have you done?

#### Step 6

- Now for the most important part: the activities programme!

By now you have had some experience in setting up programmes. Do you still remember the programme that was designed to promote fitness and mobility?

- You must now design a programme that will keep everyone at the camp busy. Such a programme should include the following:

- Your aims and objectives
- Items for individual activity and team work
- Rules for the activities (especially if the games are new and people don't know them)
- A schedule to indicate when and where each activity will take place
- A list of the equipment needed (e.g. balls)

Remember:

1. It is important that you also include activities for those people at the camp who are possibly not as fit and mobile as the rest. You don't want them to feel out of place. Be tactful.

2. Ensure that all the people at the camp can participate in the activities. Plan your mealtimes as well as periods when you can have a bit of a rest.

3. Make sure that your activities fit in with the environment, the age group and that nature is left undisturbed.

4. This programme of activities can be a "masterpiece" for your portfolio. Ask the teacher what is expected of you – can you do your own thing altogether on your own?

5. The teacher may look at 1 - 4 in order to assess your programme.

6. Before you hand in your programme, ask a friend for his / her opinion. Look at the example of a form for this purpose (below). If changes / improvements are necessary, accept your

friend's positive suggestions for improving your programme graciously. If you differ from your friend, ask your teacher to look over the programme before you hand it in for assessment.

Evaluation form:

Dear \_\_\_\_\_

I think your programme is excellent (4), because \_\_\_\_\_

I think your programme is good (3) because \_\_\_\_\_

I think your programme is not bad (2) but needs some work, because \_\_\_\_\_

I am sorry, but your work needs urgent attention (1) because \_\_\_\_\_

Your friend \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Step 7

- Your own assessment of the programme
- Prepare a list that will serve as a guide in your own assessment of the programme. The questions must come from the activities in this module. The completed assessment form can be a useful item for your portfolio.

**Note from teacher:** -----

### 3.6.6 Assessment

#### Learning outcomes (LOs)

LO 1

Health promotion

The learner will be able to make informed decisions regarding personal, community and environmental health.

*We know this when the learner:*

1.3 describes what a healthy lifestyle is in own personal situation, as a way to prevent disease.

LO 4

Physical development and movement

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

*We know this when the learner:*

4.1 plans and participates in as adventurous recreational outdoor activity;

4.4 designs and plays target games;

4.5 investigates and reports on gender equity issues in a variety of athletic and sport activities.

#### Learning outcomes (LOs)

LO 1

Health promotion

The learner will be able to make informed decisions regarding personal, community and environmental health.

*We know this when the learner:*

1.3 describes what a healthy lifestyle is in own personal situation, as a way to prevent disease.

LO 4

Physical development and movement

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

*We know this when the learner:*

4.1 plans and participates in as adventurous recreational outdoor activity;

4.4 designs and plays target games;

4.5 investigates and reports on gender equity issues in a variety of athletic and sport activities.

## 3.7 Investigating gender equality<sup>7</sup>

### 3.7.1 LIFE ORIENTATION

#### 3.7.2 Grade 8

#### 3.7.3 PHYSICAL DEVELOPMENT AND MOVEMENT

#### 3.7.4 Module 21

#### 3.7.5 INVESTIGATING GENDER EQUALITY

##### 3.7.5.1 Activity:

3.7.5.2 To investigate gender equality in specific sports and to report about it

##### 3.7.5.3 [LO 4.5]

Research assignment:

- Compile a list of all the well-known South African sports. Indicate which of these sports are practised mainly by men and which mainly by women. Then select two of these “gender-linked” sports and examine them with regard to the following:

Reasons why this sport is practised mainly by members of a particular gender.

What measure of interest is shown in this particular sport by members of the other gender.

Whether any attempts have already been made to achieve a greater degree of gender equality in these sports, and, if there have been such attempts, which obstacles still exist.

What, in your opinion, should be done in this regard.

##### 3.7.5.4 Assessment

###### Learning outcomes (LOs)

LO 1

Health promotion

The learner will be able to make informed decisions regarding personal, community and environmental health.

*We know this when the learner:*

1.3 describes what a healthy lifestyle is in own personal situation, as a way to prevent disease.

LO 4

Physical development and movement

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

*We know this when the learner:*

4.1 plans and participates in an adventurous recreational outdoor activity;

4.4 designs and plays target games;

4.5 investigates and reports on gender equity issues in a variety of athletic and sport activities.

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<sup>7</sup>This content is available online at <<http://cnx.org/content/m21283/1.1/>>.

# **Chapter 4**

## **Term 4**

### **4.1 Human reproduction<sup>1</sup>**

#### **4.1.1 LIFE ORIENTATION**

#### **4.1.2 Grade 8**

#### **4.1.3 SOCIAL DEVELOPMENT AND CAREER ORIENTATION**

#### **4.1.4 Module 22**

#### **4.1.5 HUMAN BEINGS DO NOT LIVE IN ISOLATION**

##### **4.1.5.1 Activity:**

**4.1.5.2 To explain that human beings do not live in isolation and without having some impact on someone or something else**

##### **4.1.5.3 [LO 2.3]**

John Donne, a famous poet, wrote: "No man is an island." What did this man, who lived from 1572 to 1613, actually try to say? Your language educator might be able to clarify it better, but we can think of a couple of possible interpretations.

"No man is an island" may mean that there is no one on whom some other person cannot have an impact. Think for a moment about other people who have had an influence on your life and feelings. You might be aware of current world news and tendencies. You are not like an island that is isolated from everything else and you are not altogether self-sufficient.

The quotation could also mean that each person has an influence on the people and environment that surrounds him or her. When someone carelessly drops a cigarette in dry grasses, his action might result in a veldt fire that destroys nature and homes. Reckless driving might destroy a whole family. This affects the victims' lives and the lives of their extended family. Think of Mother Theresa and the mass of suffering and starving people whom she served. Think of Nelson Mandela, probably one of the best known people of all times. Millions of people are trying to follow his example. Through this example, he has an influence on other people.

What would you like to leave behind one day? How would you like to be remembered?

Answer the following questions:

1. Explain "No man is an island" in your own words.
2. The well-known concept of "ubuntu" exists in South Africa. How would you explain it to someone who has not heard of it before?

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<sup>1</sup>This content is available online at <<http://cnx.org/content/m21284/1.1/>>.

3. We have also heard the expression "kamala(h)" from a friend in the Bo-Kiap. Do you know what it means?

4. Do the above-mentioned concepts have anything in common? Discuss this briefly in your groups.

Now read on

We have established that people influence one another and that there is interaction between people and the environment.

What is the difference between the natural environment and the manmade environment? The city is an example of a manmade environment and a natural forest with its animals is part of the natural environment.

Answer the following:

5. Consider the following carefully. Provide examples from the natural environment where you live or go to school (is a park natural or manmade?). Explain why you might regard an area as natural.

Read further

People primarily live in a manmade environment. Although there are people who live in untouched forests, people hardly ever live altogether on their own in nature. Those that do so are hermits.

#### **4.1.5.4 Assessment**

<b>Learning outcomes (LOs)</b>
LO 1
<b>Promotion of Health</b> The learner is able to make informed decisions concerning personal, community and environmental health.
<b>Assessment standards (ASs)</b>
<i>We know this when the learner:</i>
1.1 plans an action in which laws and/or policies for protecting environmental health are applied to address an environmental health issue;
1.2 critically analyses the causes of common diseases in relation to socio-economic and environmental factors;
1.4 indicates that he/she is able to take responsible and informed decisions on personal and environmental safety; and;1.5 examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.
LO 2
<b>Social Development</b> The learner is able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.
<i>We know this when the learner:</i>
2.1 discusses the violation of human rights and plans counter strategies;
2.2 explains how democratic processes can be employed to deal with local problems;
<i>continued on next page</i>

2.3 discusses how he / she would promote nation building in different contexts;
2.4 critically evaluates changes in cultural norms and values in terms of personal and community issues; and
2.5 is able to discuss the contributions made to social development by organisations from within different religions.
LO 5
<b>Orientation with Regard to the World of Work</b> The learner will be able to make informed decisions about further study and career choices.
<i>We know this when the learner:</i>
5.1 identifies and discusses career and study choices and their corresponding requirements; 5.2 investigates career and study opportunities related to own interests and abilities.

Table 4.1

## 4.2 People need people and to interact with the environment<sup>2</sup>

### 4.2.1 LIFE ORIENTATION

### 4.2.2 Grade 8

### 4.2.3 SOCIAL DEVELOPMENT AND CAREER ORIENTATION

### 4.2.4 Module 23

### 4.2.5 PEOPLE NEED PEOPLE AND TO INTERACT WITH THE ENVIRONMENT

#### 4.2.5.1 Activity:

**4.2.5.2 To check whether you have a proper grasp of the idea that people need one another and that people and nature are in constant interaction**

#### 4.2.5.3 [LO 1.2]

Imagine that you have to spend an extended period (a year or two) on an island where there are no other people or buildings.

1. Select any geographic region and any kind of environmental conditions. You may choose a densely forested tropical island, or a relatively dry island with beautiful beaches, dunes, etc.

- Write a brief description of your island and draw it. Indicate the position of your camp and explain why you have selected the particular location.

#### Description

2. Choose five animals to share the island with you. Provide reasons for your choice.
3. Choose one person to accompany you to the island for the duration of your stay. Whom would you choose? Which qualities and skills does this person have to offer to make your stay more bearable?
4. Pack five items besides your clothing. What will you take with you?
5. Evaluation: Ask at least two of your classmates to evaluate your knowledge of the interaction between people and the environment. They have to provide comments with regard to the following:

<sup>2</sup>This content is available online at <<http://cnx.org/content/m21286/1.1/>>.

- a) It is quite possible to survive on this island — the environment is not too hostile.
- b) The choice of terrain for the camping site is sensible / not sensible.
- c) The selected animals are suited to the climate and will not endanger the people
- d) The choice of companion is wise / unwise, because:
- e) The five additional items have been selected wisely / unwisely

I am of the opinion that \_\_\_\_\_ understands the interaction between people and the environment.

Signed: \_\_\_\_\_

#### 4.2.6 Assessment

<b>Learning outcomes (LOs)</b>	
LO 1	
<b>Promotion of Health</b>	The learner is able to make informed decisions concerning personal, community and environmental health.
<i>We know this when the learner:</i>	
1.1	plans an action in which laws and/or policies for protecting environmental health are applied to address an environmental health issue;
1.2	critically analyses the causes of common diseases in relation to socio-economic and environmental factors;
1.4	indicates that he/she is able to take responsible and informed decisions on personal and environmental safety; and;
1.5	examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.

**Table 4.2**

LO 2	
<b>Social Development</b>	The learner is able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.
<i>We know this when the learner:</i>	
2.1	discusses the violation of human rights and plans counter strategies;
2.2	explains how democratic processes can be employed to deal with local problems;
2.3	discusses how he / she would promote nation building in different contexts;
2.4	critically evaluates changes in cultural norms and values in terms of personal and community issues; and
<i>continued on next page</i>	

2.5 is able to discuss the contributions made to social development by organisations from within different religions.

**Table 4.3**

LO 5

**Orientation with Regard to the World of Work**

The learner will be able to make informed decisions about further study and career choices.

*We know this when the learner:*

5.1 identifies and discusses career and study choices and their corresponding requirements;

5.2 investigates career and study opportunities related to own interests and abilities.

## **4.3 Individual rights and responsibilities<sup>3</sup>**

### **4.3.1 LIFE ORIENTATION**

### **4.3.2 Grade 8**

### **4.3.3 SOCIAL DEVELOPMENT AND CAREER ORIENTATION**

### **4.3.4 Module 24**

### **4.3.5 INDIVIDUAL RIGHTS AND RESPONSIBILITIES**

#### **4.3.5.1 Activity:**

#### **4.3.5.2 To discuss the individual's rights and responsibilities**

#### **4.3.5.3 [LO 2.1]**

Read this attentively

Each person has certain rights, for instance the right to education, the right to health care, etc. Your educator has probably introduced you to the Charter of Human Rights. Addendum 1 contains an excerpt from Chapter 2 of our Constitution, The Bill of Human Rights. Make use of this excerpt for this activity and also for the two activities that follow.

Rights go hand in hand with responsibilities. If a person has the right to education, that person also has the responsibility to grasp the opportunity and to learn! If a person has the right to health care, that person must play his or her role in ensuring a healthy lifestyle. Rights bring responsibilities.

As human beings, we have the following responsibilities:

A responsibility towards oneself to live healthily and happily;

A responsibility to be courteous to other people, including parents, educators and people from other cultures and beliefs.

A responsibility to make a positive contribution to the well-being of the community in which one lives.

A responsibility to be a good citizen.

A responsibility to contribute towards the well-being of the wider community and the environment.

From the above discussion it must be clear that no one can be an island.

1. Conduct a class discussion on the relationship between rights and responsibilities.

2. Express your personal opinion on the statement that follows, in your own words: "For each privilege that you have, there is a responsibility that you have to accept."

3. Refer to the *Bill of Rights* for help and complete the following table:

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<sup>3</sup>This content is available online at <<http://cnx.org/content/m21287/1.1/>>.

I have a right to education	I have the responsibility to perform to the best of my ability
.....	.....

**Table 4.4**

#### 4.3.6 Assessment

##### Learning outcomes (LOs)

LO 1

**Promotion of Health** The learner is able to make informed decisions concerning personal, community and environmental health.

*We know this when the learner:*

- 1.1 plans an action in which laws and/or policies for protecting environmental health are applied to address an environmental health issue;
- 1.2 critically analyses the causes of common diseases in relation to socio-economic and environmental factors;
- 1.4 indicates that he/she is able to take responsible and informed decisions on personal and environmental safety; and;
- 1.5 examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.

LO 2
<b>Social Development</b> The learner is able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.
<i>We know this when the learner:</i>
2.1 discusses the violation of human rights and plans counter strategies;
2.2 explains how democratic processes can be employed to deal with local problems;
2.3 discusses how he / she would promote nation building in different contexts;
2.4 critically evaluates changes in cultural norms and values in terms of personal and community issues; and
2.5 is able to discuss the contributions made to social development by organisations from within different religions.

**Table 4.5**

LO 5
<b>Orientation with Regard to the World of Work</b> The learner will be able to make informed decisions about further study and career choices.
We know this when the learner:
5.1 identifies and discusses career and study choices and their corresponding requirements;
5.2 investigates career and study opportunities related to own interests and abilities.

Table 4.6

## 4.4 Apply individual rights and responsibilities in everyday situations<sup>4</sup>

### 4.4.1 LIFE ORIENTATION

### 4.4.2 Grade 8

### 4.4.3 SOCIAL DEVELOPMENT AND CAREER ORIENTATION

### 4.4.4 Module 25

### 4.4.5 INDIVIDUAL RIGHTS AND RESPONSIBILITIES IN EVERYDAY SITUATIONS

#### 4.4.5.1 Activity 4:

#### 4.4.5.2 To apply the rights and responsibilities of individuals to situations in everyday life

#### 4.4.5.3 [LO 2.1]

##### Case studies

The following are translations of extracts from newspaper reports or letters written to newspapers. Four of the extracts are taken from *Die Burger* of 10 September 2003, and one is from the *Tyger Burger* of 6 August 2003.

Read these extracts and discuss them in terms of individual rights and responsibilities in small groups (four learners to a group) or in a class discussion (to be decided by the educator). Note which of the human rights that are mentioned in the Bill of Rights are relevant to each extract. List as many rights and responsibilities as possible in each instance.

##### Case Number 1:

###### AFTER HIS FAMILY'S HIJACKING, SOLI'S ONLY WISH IS TO GET BACK HOME

Marenet Jordan

When he heard that his family had been victims in a hijacking, one of the Mother City's well-loved comedians wanted to return home at all costs before a show in Johannesburg was due to start

Two armed men robbed Mrs Tony Philander, wife of Soil Philander, and their four children of their car and seriously injured the family dog at the family home in Rose bank.

Mrs Philander and the children stopped on the driveway to their home in Brandenburg Circus after an outing with her sister from Johannesburg, at about 17:20 yesterday afternoon.

"My eldest daughter, Dania, told me that she saw two men approaching, but she thought they were trying to find shelter from the rain," Mrs. Philander told *Die Burger* last night.

"But when I saw that one of them had a pistol in his hand, I realised that there was trouble ahead."

<sup>4</sup>This content is available online at <<http://cnx.org/content/m21288/1.1/>>.

The men demanded that she hand over her car keys and handbag.

(Source: *Die Burger*, 10 September 2003)

- Relevant rights / responsibilities:

**Case Number 2:**

**NO TO AGE FOR SEX**

I refer to the report "ACDP against age for sex" (DB 6/9). I voice my strongest possible objection to this plan.

As a registered voter of this country, medical doctor and mother of a thirteen-year-old girl, I should like to know the motivation behind the proposed lowering of the age of consent to sexual experimentation to between 12 and 16 years, as proposed in the Sexual Offences Amendment Bill.

I regard it as a shocking infringement of the rights of the children of this country to be protected by legislation against sexual exploitation, rape and child prostitution.

There are many teenagers who, in spite of all the information on sexually transmitted diseases, are sexually active by choice from a young age. Likewise, there are many teenagers who abuse drugs, but the latter fact cannot be used to motivate the legalisation of drug use.

How could a responsible government possibly justify the proposed legislation on consent to sexual experimentation?

It is time for each parent in South Africa to call the government to book!

**CORRESPONDENT**Durbanville

(Source: *Die Burger*, 10 September 2003)

- Relevant rights / responsibilities:

- **Case Number 3:**

Policy: "The majority will be satisfied"

**PARENTS TO DECIDE ON WORSHIP IN SCHOOLS ALL ORGANISATIONS HAVE BEEN HEARD**

— Asmal Alit Redeemer

Parents will in future be able to decide on religious practice at school. Following the finalisation of the religious policy for schools that was announced in Parliament yesterday, the management bodies of schools may decide whether and how they want to present religious practice, provided that the principles of voluntary participation and equality are applied.

According to the policy, the multi-faith nature of a school will be acknowledged by separating learners for religious instruction according to religions.

But it would not be possible to separate learners from different faiths for the regular religious practice during assemblies.

The policy makes provision for religious practice on a rotating basis with consideration of the ratio in which the different religions are represented in the school. In principle, this would mean that the school would give preference to the religion of the majority of the learners.

The policy simultaneously warns that religious practice as part of the school day must be organised in such a way that the multi-faith nature of the country is reflected appropriately.

Further examples of how schools would be able to live out the multi-faith approach would be to read from the texts of the different religions and to offer a universal prayer or to observe a time of silence.

Notwithstanding increased freedom with regard to determining the nature of religious practice, the policy points out that certain aspects of religious practice, for instance special times of prayer, diets, or the wearing of particular items of clothing have to be respected.

Mr Kidder Small, Minister of Education, yesterday said that the voices of all religious organisations have been heard.

He is of the opinion that the policy will satisfy most South Africans. He also said that the policy is a carefully nuance document providing a broad framework within which well-meaning people could work out

their own approach. Religious groups and political parties have expressed their support for the policy in spite of suggested amendments that were retained in the final document. Among these was the suggestion that learners should only commence religious instruction at high school level.

According to the policy, instruction will begin in grade R, in which learners will be asked to identify the symbols of their own religion.

Subsequently, they will be exposed to the different religions that are present in South Africa. According to the policy, religious instruction with educational outcomes is seen as a responsibility of the school.

Confessing or sectarian forms of religious doctrine are still seen as inappropriate in a democratic society holding on to diverse religious convictions.

Public schools should refrain from accepting a specific religion or a restricted set of religions that promote specific interests.

According to the policy, instruction in religious doctrine may not form part of the regular school programme, although schools are encouraged to make their facilities available for such programmes.

The policy requires that educators receive special training in religious instruction. The development of learning materials should also be seen as a priority.

(Source: *Die Burger*, 10 September 2003)

- Relevant rights / responsibilities:

#### **Case Number 4:**

This is a translation of a letter referring to a report titled "Graad 10 is 'n ramp" (Grade 10 is a Disaster) (DB, 5/9).

##### **MOST GRADE 10s ARE BATTING**

School work really is more difficult for the 2003 Grade 10s. Some learners are not up to the task.

Compared to the previous year, they now have to work to a year plan, because they have to prepare themselves for grade 12 in 2005.

Nowadays, precious time is given to portfolio teaching. For this year, CTA (Common Task for Assessment) of Grade 9 learners commences as early as 6 October.

Time therefore is an important factor. Sufficient time for inculcation and "drilling" is something of the past. Basically, six months are available for the completion of the Grade 9 syllabus.

For this reason, remarkable shortcomings are evident, particularly in number subjects.

Skills that used to be taken for granted in the past have become virtual hindrances. Educators battle to complete the year's work of preparing the learners for the following grade.

In many schools, a small number of grade 10 learners see the "drastic about-turn" as a challenge. But many struggle to keep up - especially in overcrowded classes. The leap from Grade 9 (2002) to Grade 10 (2003) was enormous.

Measures to assist the children have to be taken urgently.

##### **CORRESPONDENTGeorge**

(Source: *Die Burger* 10 September 2003)

- Relevant rights / responsibilities:

#### **Case Number 5:**

##### **SADNESS, ANGER STIRS THE HEART**

I am filled with great sadness and anger this morning.

My heart felt torn asunder when, speaking to my husband, I was told that a colleague and friend of his had been shot.

At first, my thoughts were of gratitude to God that it had not happened to my husband, but then I was overcome with guilt for having thought in that way.

He had been a human being - a friend, father, son and well-loved colleague. Now he has become a number among the statistics of murdered police force members in our country.

Utter shock and disbelief caused by the event was registered on every face when I arrived at the police station. I had to reach my husband, to touch him and be assured that he was alive.

Pride filled me when I heard that four of the hijackers had already been apprehended and some firearms and stolen goods recovered, [and that] the search for the last suspect was continuing.

That all of the seven hijackers have been apprehended might be a good thing, but the fact that two of them were wounded during the process has had the effect that one of the policemen has had his firearm confiscated and now has to wait for the process of the law to be completed.

We are living in a sick society in which so-called "human rights" are upheld to the extreme.

AGGRIEVED WIFE OF A MEMBER OF THE SAPS

(Source: Die Burger, 6 August 2003)

- Relevant rights / responsibilities:

The mass media and human rights

The news reports and letters quoted above have all been taken from the same newspaper. Four of them are from the same edition of the particular newspaper. It is evident the newspapers carry a great deal of news dealing with human rights. To a greater or lesser degree, the same is true for other mass media like television and radio.

Therefore it is important that the rights of the media to publish this type of news are protected. Examine the *Charter of Human Rights* and indicate whether and how the interests of the media are protected under the Charter. Do you think that it is adequate? Explain.

#### 4.4.6 Assessment

Learning outcomes (LOs)
LO 1
<b>Promotion of Health</b> The learner is able to make informed decisions concerning personal, community and environmental health.  We know this when the learner:  1.1 plans an action in which laws and/or policies for protecting environmental health are applied to address an environmental health issue;  1.2 critically analyses the causes of common diseases in relation to socio-economic and environmental factors;  1.4 indicates that he/she is able to take responsible and informed decisions on personal and environmental safety; and;  1.5 examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.

Table 4.7

LO 2

**Social Development** The learner is able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.

We know this when the learner:

- 2.1 discusses the violation of human rights and plans counter strategies;
- 2.2 explains how democratic processes can be employed to deal with local problems;
- 2.3 discusses how he / she would promote nation building in different contexts;
- 2.4 critically evaluates changes in cultural norms and values in terms of personal and community issues; and

2.5 is able to discuss the contributions made to social development by organisations from within different religions.

LO 5
<b>Orientation with Regard to the World of Work</b> The learner will be able to make informed decisions about further study and career choices.
<i>We know this when the learner:</i>
5.1 identifies and discusses career and study choices and their corresponding requirements;
5.2 investigates career and study opportunities related to own interests and abilities.

Table 4.8

## 4.5 The norms and values that apply in the community<sup>5</sup>

### 4.5.1 LIFE ORIENTATION

### 4.5.2 Grade 8

### 4.5.3 SOCIAL DEVELOPMENT AND CAREER ORIENTATION

### 4.5.4 Module 26

### 4.5.5 THE NORMS AND VALUES THAT APPLY IN THE COMMUNITY

#### 4.5.5.1 Activity 5:

4.5.5.2 To discuss the norms and values of your community and the ways in which they are applied

#### 4.5.5.3 [LO 1.5, 2.2, 2.3, 2.4, 2.5]

Norms and values refer to what a society sees as proper, right and desirable. Culture plays an important role in this regard and this can lead to problems in a multicultural country. One or more of the cultural groups might believe that their values and norms are disregarded and that other groups suppress them.

In many instances it is true that there actually is a dominant cultural group that can determine norms and values. The other groups then have to fit in with that, or they may be given limited scope for practising their own values and norms.

One advantage of democracy is that it resists this type of domination. Societal and government structures are such that every one can take part in decision-making processes, even if only by means of representation. Democracy and change usually go hand in hand. There is mutual respect and understanding and it is possible to determine what is generally valid and can therefore be applied to everyone and where space has to be allowed for whatever is specific to particular groups. Determining what is generally valid goes with a measure of give and take. If this did not happen, it would mean that the values and norms of one group would be forced on other groups. This would be accompanied by changes in cultural values and norms.

- This is how a nation is built!
- 
- Let us consider a couple of examples:

Case histories

Case 1

#### BRIDGING CULTURAL DIFFERENCES

Letter writer's plea for all cultural differences to be affected for the sake of a peaceful society is idealistic (Letters page 20/8).

<sup>5</sup>This content is available online at <<http://cnx.org/content/m21289/1.1/>>.

Cultural differences are a reality. There are vast differences between Western, Eastern and African societies. And it is true that cultural contact is increasing worldwide, and cultural intermingling is increasing.

Locally we have to deal with two main cultures, the Western and the African culture. Who determines how we choose between the two?

It might seem that everything here is westernised, but this is untrue. Many western material goods are accepted and preferred. This is accompanied by a Western lifestyle.

A too rapid cultural change can lead to alienation. This can lead to various evils.

Apartheid has been scrapped from the statute book, but freedom - and freedom of association - has taken its place. It is better to not enforce intermingling of cultures. People must make a voluntary choice to get to know one another across cultural differences. In such a way we will discover that, in spite of the cultural differences, all of us are people who are trying to make our existence meaningful.

**WRITER**

Durbanville

(Source: *Die Burger*, 22 August 2003- translated)

- Does the writer's letter show support for nation building and the establishment of democracy? Explain:

#### Case 2

##### A SANGOMA AT LAST

The Fairlady of February 2003 featured an article on Shado Dladlu, for whom the call of tradition was too strong to ignore. Shado's parents, being Christians, did not support his plans to become a sangoma. Yet this 34-year old now runs the Emagulebini Healing Centre in Barberton and in Melville. To satisfy his parents, he first attended university to obtain a BA degree. He tells of how the call to become a sangoma, which was what he had always wanted to be, became stronger and stronger during his final year at university. His grandfather and uncles had all been sangomas and he thought that it was important to continue the tradition. During his honours year, he decided to discontinue full-time studies and to follow his calling. It was not easy to do so, and his family discouraged him from doing it. Nowadays, though, he sees many wealthy city dwellers in his visiting rooms. They come to consult him when it becomes clear that the only possible answer to their problems is a cultural one.

According to Shado, his family has granted him the space he needs and they have resolved their differences. They even phone him to tell him about herbal remedies that were used by his grandfather to cure particular complaints.

Prof. Zungu has made mention of the fact that we now have the power to change the world, but have to remember that we live in a world that also changes us.

(Source: *Fairlady*, February 2003)

Do you think that Shado has made the right decision? Explain:

#### Case 3

##### VOTING AT SIXTEEN YEARS OF AGE

Parliament was informed yesterday that citizens who qualify for the right to vote will probably in future be able to apply for registration as voters at the age of 16.

The Independent Electoral Commission (IEC) clarified the suggestions for the Amendment Act on Electoral Law.

Mr. Frans van der Merwe, a Commissioner for the IEC, on behalf of the Electoral Commission, suggested that the youth should be able to apply for voter registration by age 16 so that all citizens could be encouraged to exercise their right to vote from their early years. The names of prospective voters would still only be published on the voters' role when they reached age 18.

(Source: *Die Burger*, 3 September 2003)

- Discuss this development in terms of:

- a) the promotion of democracy

b) changing norms and values

Case 4

#### RECONSIDER PLAN FOR SCHOOL WEAR

The plan do discontinue official school wear mentioned by the Department of Education Parliament (DB, 5/9) is unwise and has driven me to take up my pen.

I doubt whether the department has done any research on the implications of such a decision. I mention but a few:

An immediate dividing line will be drawn between the rich and the poor, due to the fact that the rich are able to buy better and more expensive clothing for their children than the poor.

This will increase the sense of inferiority of the poorer children and could stir up hatred for the rich.

Official school wear, by contributing to a sense of unity among the children, involve pride in the school.

Children are also more careful about their behaviour in public when they are in school uniform.

Probably the most important implication [of any change] will be the effect on the precarious clothing and footwear industries.

WRITER Klein Brak River

(Source: *Die Burger*, 9 September 2003)

- Discuss the contents of this letter in terms of changing norms and values and present your own point of view on the issue.

The mass media and changing norms and values, democracy and nation building

#### **4.5.5.4 Activity 6:**

You have probably noticed that all the case studies quoted here have focused on reports or letters in a newspaper. Read the translated excerpt from the editorial comment in *Die Burger* of 11 September 2003 that is provided below and answer the question that accompany it.

##### BECOME INVOLVED

Details of the policy on religion in schools announced recently by Minister Kader Asmal, most certainly will not satisfy everybody. Still, it differs considerably from his initial plans, and is far more in accordance with what the religious objectors would have liked.

However, it illustrates something that is of great importance for the broad politics of the country. It shows that South Africa is a functioning democracy, although there are hitches in some places.

In an established democracy the population voices its dissatisfaction when the government does not act according to their expectations. And because the power of the state is limited –

and the ruling party does not want to estrange the voters – they think twice before forcing an unpopular decision on the people.

Especially when it involves fundamental matters that are of immense importance to people, such as religion.

The answer is to carry out your obligations as a citizen of South Africa by confronting the government where necessary, and also to offer support when deserved. The point is that the democratic process, which does not only include holding elections, continues on its course. In the process the media fulfills an important function. Eventually the citizens must meet their obligations.

In the debate on religion the citizens have done their civic duty. Let it also be said that the same is done in other fields of society.

(Source: *Die Burger*, 11 September 2003)

a) Do you think it is important for people to read newspapers? Provide at least three reasons in support of your answer. Refer to the comments provided above.

b) Write down two responsibilities that are assigned to you as an individual, on the basis of the comments.

#### **4.5.6 Assessment**

Learning outcomes (LOs)
LO 1
<b>Promotion of Health</b> The learner is able to make informed decisions concerning personal, community and environmental health.
<i>We know this when the learner:</i>
1.1 plans an action in which laws and/or policies for protecting environmental health are applied to address an environmental health issue;
1.2 critically analyses the causes of common diseases in relation to socio-economic and environmental factors;
1.4 indicates that he/she is able to take responsible and informed decisions on personal and environmental safety; and;
1.5 examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.

**Table 4.9**

LO 2
<b>Social Development</b> The learner is able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.
<i>We know this when the learner:</i>
2.1 discusses the violation of human rights and plans counter strategies;
2.2 explains how democratic processes can be employed to deal with local problems;
2.3 discusses how he / she would promote nation building in different contexts;
2.4 critically evaluates changes in cultural norms and values in terms of personal and community issues; and
2.5 is able to discuss the contributions made to social development by organisations from within different religions.

**Table 4.10**

LO 5
<b>Orientation with Regard to the World of Work</b> The learner will be able to make informed decisions about further study and career choices.
<i>We know this when the learner:</i>
5.1 identifies and discusses career and study choices and their corresponding requirements;
5.2 investigates career and study opportunities related to own interests and abilities.

**Table 4.11**

## 4.6 The causes of particular diseases in terms of environmental factors<sup>6</sup>

### 4.6.1 LIFE ORIENTATION

### 4.6.2 Grade 8

### 4.6.3 SOCIAL DEVELOPMENT AND CAREER ORIENTATION

### 4.6.4 Module 27

### 4.6.5 THE CAUSES OF PARTICULAR DISEASES IN TERMS OF

### 4.6.6 ENVIRONMENTAL FACTORS

#### 4.6.6.1 Activity 7:

4.6.6.2 To discuss the causes of particular kinds of diseases in terms of environmental factors,

4.6.6.3 as well as steps that are taken and could still be taken with regard to these diseases

4.6.6.4 [LO 1.1, 1.2,1.4]

The following messages have been taken from the Internet:

Stop inhaling tar; start breathing air!

Be tough; turn your back on smoking!

Smoking affects the health of children.

We have a right to clean water,

Because polluted, toxic water

Endangers

Health -

My own, and the health the family and of future generations

And of this planet.

We all have a responsibility -

Individual, state,

Business and industry,

to keep our water free from toxic substances

and to protect

our drinking water,

fish and beaches

- Sum up the above messages as one message in a single sentence. Your message should make use of the following words: right, responsibility, health, environment.
- Ask your educator to allow an opportunity for all the messages to be presented to the class. Then organise a class effort to formulate a message that can be spread through the school, as well as through the community. Bear in mind that the shorter the message, the more power it will have.
- What is the message presented by the class?

Three feared diseases: HIV/AIDS, Tuberculosis and Malaria

There are several diseases that are feared by people. One such disease is cancer. But there is a specific reason for specifying AIDS, tuberculosis and malaria as feared diseases in this section: they affect vast areas of our country and a large portion of our population. Such diseases are known as *pandemics*.

#### 1. HIV/AIDS

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<sup>6</sup>This content is available online at <<http://cnx.org/content/m21293/1.1/>>.

- What do HIV and AIDS stand for?

HIV stands for Human Immunodeficiency Virus

AIDS stands for Acquired Immune Deficiency Syndrome

- What are HIV and AIDS?

They are caused by a virus that is transmitted through bodily fluids such as blood, male semen, female vaginal fluid and breast milk.

The virus is transported along the bloodstream and infiltrates the cells of the body, where it multiplies and infects other cells.

An infected cell is not able to offer resistance to other infections and diseases.

AIDS is the condition that arises when the body becomes infected with various diseases and is unable to offer any resistance to the infection.

- How is it possible to avoid HIV infection?

#### **By means of**

a healthy lifestyle, and  
prevention of mother-to-child transfer of the HI virus.

- Is it possible to help people who have AIDS?

People firstly have to be willing to be tested. This can be done by private doctors, and at clinics, hospitals and laboratories.

Such testing must be accompanied by effective consultation. This kind of service is available right across South Africa.

People who have AIDS are able to lead productive lives by following a healthy diet containing plenty of proteins and energy (kilojoules). They must control their stress levels, drink clean water, keep their hands clean and receive treatment for illnesses that they might pick up. They should avoid cats, as these animals carry germs.

Questions:

- a) Write down what is meant by a "healthy lifestyle".
- b) Which environmental factors could enhance the distribution of AIDS?
- c) What do you see as your own responsibility towards yourself as well as to others with regard to HIV/AIDS?

#### **2. TUBERCULOSIS (TB)**

- what is tuberculosis? (TB)?

It is a disease, caused by bacteria, that normally affects the lungs but which can also affect the spinal cord, heart and kidneys. It is highly infectious, as small droplets of spittle containing the bacteria that are dispersed through the air when the infected person coughs are inhaled by other people. According to estimates, one infected person communicates the disease to three other people before treatment of the infected person commences. When an infected person does not complete the course of treatment, it is estimated that he or she will infect ten other people before he or she dies.

The symptoms include a cough that lasts for weeks, weakness, night sweats, pains in the chest and coughing up of blood.

- 
- How is it possible to avoid becoming infected with TB?

By keeping the body strong and taking care when among people. People who are within breathing distance of people infected with TB are very vulnerable. Good housing is important.

People who work in mines where there is silica (a type of rock) are also vulnerable.

Anybody who shows symptoms of the disease should be tested straight away, so it is important for people to be informed about the disease.

- Is it possible to help people who have TB?

Yes. Tests can be done at clinics, hospitals and by doctors. Treatment takes from six to nine months. The danger is that TB sufferers begin to feel better after a few days of treatment and then stop taking the medication. At this stage only a small number of the bacteria have actually died and the rest have started building up resistance to the disease. This means that the medication is less effective when the condition of the patient worsens, and many such patients eventually die from the disease.

#### **4.6.6.5 Assignment:**

Plan a campaign to improve the problem of TB in South Africa.

#### **3. MALARIA**

- What is malaria?

malaria is a disease that is caused by a unicellular organism that lives and multiplies in the red blood corpuscles and destroys the cell when it breaks free. The organisms multiply extremely rapidly and very quickly cause severe illness in the form of chills and fever, leading to the death of the affected person.

The organism gains entry into the body when an infected mosquito bites the person.

- How is it possible to avoid becoming infected with malaria?

By avoiding areas where malaria occurs, by wearing long-sleeved clothing and by applying mosquito repellents to the skin. Mosquitoes can also be controlled by means of poisons. All the countries in an affected region need to co-operate, otherwise the disease easily spreads back again. The measures also have to be continued for long enough. In the past, efforts to eradicate the mosquitoes have not been successful.

- Is it possible to help people who have malaria?

Yes, provided they react quickly when the symptoms of infection occur and they are able to get medical help. Prophylactic medication (that stops you getting the disease) is relatively effective, but has to be taken correctly. The medication has to be continued for four weeks after leaving the infected area.

The malaria organism is able to adapt very rapidly and to build up resistance against medication. This means that medication might be effective initially, but can systematically lose effectiveness.

The initial symptoms are like those of influenza, but the headaches and nausea become acute and are followed by a high fever.

#### **4.6.6.6 Assignment:**

Investigate the possibility of fighting malaria by treating or changing the areas where malaria is rife.

#### **4.6.7 Assessment**

Learning outcomes (LOs)
LO 1
<b>Promotion of Health</b> The learner is able to make informed decisions concerning personal, community and environmental health.
<i>We know this when the learner:</i>
1.1 plans an action in which laws and/or policies for protecting environmental health are applied to address an environmental health issue;
1.2 critically analyses the causes of common diseases in relation to socio-economic and environmental factors;
1.4 indicates that he/she is able to take responsible and informed decisions on personal and environmental safety; and;
1.5 examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.

**Table 4.12**

LO 2
<b>Social Development</b> The learner is able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.
<i>We know this when the learner:</i>
2.1 discusses the violation of human rights and plans counter strategies;
2.2 explains how democratic processes can be employed to deal with local problems;
2.3 discusses how he / she would promote nation building in different contexts;
2.4 critically evaluates changes in cultural norms and values in terms of personal and community issues; and
2.5 is able to discuss the contributions made to social development by organisations from within different religions.

**Table 4.13**

LO 5

**Orientation with Regard to the World of Work**

The learner will be able to make informed decisions about further study and career choices.

*We know this when the learner:*

- 5.1 identifies and discusses career and study choices and their corresponding requirements;
- 5.2 investigates career and study opportunities related to own interests and abilities.

## 4.7 Kindsof careers and the nature of the work<sup>7</sup>

### 4.7.1 LIFE ORIENTATION

### 4.7.2 Grade 8

### 4.7.3 SOCIAL DEVELOPMENT AND CAREER ORIENTATION

### 4.7.4 Module 28

### 4.7.5 KINDS OF CAREERS AND THE NATURE OF THE WORK

#### 4.7.5.1 Activity 8:

4.7.5.2 To form an idea of different kinds of careers and the nature of the work entailed in them

#### 4.7.5.3 [LO 5.1]

Divide into groups of four or five learners for this activity. Identify five persons who are engaged in different careers. These must not involve parents and teachers only. Ask a neighbour about the kind of work he or she does, find out what type of work your mother's friend does, etc. Try to move away from the immediate family circle.

What kind of activities do the careers you have identified involve. Assemble the information as follows:

Type of Career	What does one do in this career?
1. ....	.....
2.	
3.	
4.	
5.	

Table 4.14

Be imaginative in using cuttings from magazines and newspapers to assemble a collage representing people in these careers, with the kinds of tasks they perform.

During the next period, you will present an oral report to your group to share the information you have gained. The collages will be used for demonstrating your report and will then be evaluated by your educator and used to decorate your classroom.

### 4.7.6 Assessment

Learning outcomes (LOs)
LO 1
<i>continued on next page</i>

<sup>7</sup>This content is available online at <<http://cnx.org/content/m21294/1.1/>>.

<b>Promotion of Health</b>	The learner is able to make informed decisions concerning personal, community and environmental health.
<i>We know this when the learner:</i>	
1.1 plans an action in which laws and/or policies for protecting environmental health are applied to address an environmental health issue;	
1.2 critically analyses the causes of common diseases in relation to socio-economic and environmental factors;	
1.4 indicates that he/she is able to take responsible and informed decisions on personal and environmental safety; and;	
1.5 examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.	

Table 4.15

LO 2
<b>Social Development</b>
The learner is able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.
<i>We know this when the learner:</i>
2.1 discusses the violation of human rights and plans counter strategies;
2.2 explains how democratic processes can be employed to deal with local problems;
2.3 discusses how he / she would promote nation building in different contexts;
2.4 critically evaluates changes in cultural norms and values in terms of personal and community issues; and
2.5 is able to discuss the contributions made to social development by organisations from within different religions.

Table 4.16

## LO 5

**Orientation with Regard to the World of Work**

The learner will be able to make informed decisions about further study and career choices.

*We know this when the learner:*

- 5.1 identifies and discusses career and study choices and their corresponding requirements;
- 5.2 investigates career and study opportunities related to own interests and abilities.

## 4.8 The personalities of people in different careers<sup>8</sup>

### 4.8.1 LIFE ORIENTATION

### 4.8.2 Grade 8

### 4.8.3 SOCIAL DEVELOPMENT AND CAREER ORIENTATION

### 4.8.4 Module 29

### 4.8.5 THE PERSONALITIES OF PEOPLE IN DIFFERENT CAREERS

#### 4.8.5.1 Activity:

4.8.5.2 To form an idea of the personalities of the people who follow different careers, and of the knowledge and skills available to them

#### 4.8.5.3 [LO 5.1]

- Complete the following table for the careers investigated in module 28.

• Career	• Type of person	• Strong subjects	• Other strong points
• 1.			
• 2.			
• 3.			
• 4.			
• 5.			
• .....	• .....	• .....	• .....

Table 4.17

Report to your group what you have found out. It is important to note that each type of career demands certain skills, knowledge and personality traits.

<sup>8</sup>This content is available online at <<http://cnx.org/content/m21298/1.1/>>.

#### 4.8.6 Assessment

##### Learning outcomes (LOs)

###### LO 1

**Promotion of Health** The learner is able to make informed decisions concerning personal, community and environmental health.

*We know this when the learner:*

1.1 plans an action in which laws and/or policies for protecting environmental health are applied to address an environmental health issue;

1.2 critically analyses the causes of common diseases in relation to socio-economic and environmental factors;

1.4 indicates that he/she is able to take responsible and informed decisions on personal and environmental safety; and;

1.5 examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.

LO 2
<b>Social Development</b> The learner is able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.
<i>We know this when the learner:</i>
2.1 discusses the violation of human rights and plans counter strategies;
2.2 explains how democratic processes can be employed to deal with local problems;
2.3 discusses how he / she would promote nation building in different contexts;
2.4 critically evaluates changes in cultural norms and values in terms of personal and community issues; and
2.5 is able to discuss the contributions made to social development by organisations from within different religions.

Table 4.18

LO 5
<b>Orientation with Regard to the World of Work</b> The learner will be able to make informed decisions about further study and career choices.
<i>We know this when the learner:</i>
5.1 identifies and discusses career and study choices and their corresponding requirements;
5.2 investigates career and study opportunities related to own interests and abilities.

Table 4.19

## 4.9 Subject choices that are suited to particular careers<sup>9</sup>

### 4.9.1 LIFE ORIENTATION

### 4.9.2 Grade 8

### 4.9.3 SOCIAL DEVELOPMENT AND CAREER ORIENTATION

### 4.9.4 Module 30

### 4.9.5 SUBJECT CHOICES THAT ARE SUITED TO PARTICULAR CAREERS

#### 4.9.5.1 Activity:

4.9.5.2 To determine the subject areas that are appropriate for different types of careers

#### 4.9.5.3 [LO 5.1]

Which subject areas at school could lead to the careers discussed in the previous activity?

- Choose from the following subject areas:

Arts and Culture

Education and Social Sciences

Business and Administration

Science

Type of Career	Subject Area important for this Career
1.	
2.	
3.	
4.	
5.	

Table 4.20

- Which school subjects would prepare you for a career in each of the above fields?
- 

<ul style="list-style-type: none"> <li>• Type of Field</li> </ul>	<ul style="list-style-type: none"> <li>• School Subjects</li> </ul>
<i>continued on next page</i>	

<sup>9</sup>This content is available online at <<http://cnx.org/content/m21299/1.1/>>.

• 1. Arts and Culture	
• 2. Education and Social Sciences	
• 3. Business and Administration	
• 4. Science	

**Table 4.21**

#### 4.9.6 Assessment

##### Learning outcomes (LOs)

LO 1

**Promotion of Health** The learner is able to make informed decisions concerning personal, community and environmental health.

*We know this when the learner:*

1.1 plans an action in which laws and/or policies for protecting environmental health are applied to address an environmental health issue;

1.2 critically analyses the causes of common diseases in relation to socio-economic and environmental factors;

1.4 indicates that he/she is able to take responsible and informed decisions on personal and environmental safety; and;

1.5 examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.

**Table 4.22**

LO 2

**Social Development** The learner is able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.

*We know this when the learner:*

- 2.1 discusses the violation of human rights and plans counter strategies;
- 2.2 explains how democratic processes can be employed to deal with local problems;
- 2.3 discusses how he / she would promote nation building in different contexts;
- 2.4 critically evaluates changes in cultural norms and values in terms of personal and community issues; and

2.5 is able to discuss the contributions made to social development by organisations from within different religions.

LO 5

#### **Orientation with Regard to the World of Work**

The learner will be able to make informed decisions about further study and career choices.

*We know this when the learner:*

- 5.1 identifies and discusses career and study choices and their corresponding requirements;
- 5.2 investigates career and study opportunities related to own interests and abilities.

## **4.10 Career opportunities<sup>10</sup>**

### **4.10.1 LIFE ORIENTATION**

### **4.10.2 Grade 8**

### **4.10.3 SOCIAL DEVELOPMENT AND CAREER ORIENTATION**

### **4.10.4 Module 31**

### **4.10.5 CAREER OPPORTUNITIES**

#### **4.10.5.1 Activity:**

**4.10.5.2 Considering career opportunities and opportunities for study in terms of personal abilities and interests**

#### **4.10.5.3 [LO 5.2]**

Get a partner to evaluate you with regard to the different aspects that you have considered.

- Work according to the scale that follows.
  
- 4 : Shows full understanding of the aspect.
- 3: Shows fairly good understanding of the aspect.
- 2 : Shows a measure of understanding of the aspect.
- 1: Shows no understanding of the aspect.

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<sup>10</sup>This content is available online at <<http://cnx.org/content/m21303/1.1/>>.

<b>Peer Evaluation</b>	4	3	2	1
He / she understands which duties are involved in each of the five careers.				
He / she understands which qualities are required from the people He / she understands which qualities are required from the people who follow these careers.who follow these careers.				
He / she understands which other skills are required from people who want to follow these careers.				
He / she understands in which subject area each of these careers fits.				
He / she understands which school subjects will serve to prepare a person for training in each of the careers				
<i>continued on next page</i>				

**Table 4.23**

- Use the same scale for evaluating yourself with regard to the different aspects that you have considered.

<b>Peer Evaluation</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
He / she understands which duties are involved in each of the five careers.				
He / she understands which qualities are required from the people who follow these careers.				
He / she understands which other skills are required from people who want to follow these careers.				
He / she understands in which subject area each of these careers fits.				
He / she understands which school subjects will serve to prepare a person for training in each of the careers.				

**Table 4.24**

- Compare your own evaluation with that of your partner to note the differences. Reconsider the areas in which your understanding seems to have been inadequate.
- 

#### 4.10.6 Assessment

##### Learning outcomes (LOs)

## LO 1

**Promotion of Health**The learner is able to make informed decisions concerning personal, community and environmental health.

*We know this when the learner:*

- 1.1 plans an action in which laws and/or policies for protecting environmental health are applied to address an environmental health issue;
- 1.2 critically analyses the causes of common diseases in relation to socio-economic and environmental factors;
- 1.4 indicates that he/she is able to take responsible and informed decisions on personal and environmental safety; and;
- 1.5 examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.



**Table 4.25**

## LO 2

**Social Development**The learner is able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.

*We know this when the learner:*

- 2.1 discusses the violation of human rights and plans counter strategies;
- 2.2 explains how democratic processes can be employed to deal with local problems;
- 2.3 discusses how he / she would promote nation building in different contexts;
- 2.4 critically evaluates changes in cultural norms and values in terms of personal and community issues; and
- 2.5 is able to discuss the contributions made to social development by organisations from within different religions.

## LO 5

**Orientation with Regard to the World of Work**

The learner will be able to make informed decisions about further study and career choices.

*We know this when the learner:*

- 5.1 identifies and discusses career and study choices and their corresponding requirements;
- 5.2 investigates career and study opportunities related to own interests and abilities.

## 4.11 The Bill of Rights<sup>11</sup>

### 4.11.1 LIFE ORIENTATION

#### 4.11.2 Grade 8

#### 4.11.3 Module 32

#### 4.11.4 THE BILL OF RIGHTS

##### BILL OF RIGHTS RIGHTS

- a) This Bill of Rights is the cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom.

##### EQUALITY

- a) Everyone is equal before the law and has the right to equal protection and benefit of the law.
- b) Equality includes the full and equal enjoyment of all rights and freedoms. To promote equality, measures designed to protect or advance persons, who have been disadvantaged by unfair discrimination may be taken.
- c) The state may not unfairly discriminate directly or indirectly against anyone on any grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.
- d) No person may unfairly discriminate directly or indirectly against anyone for any of the reasons given in section (c).

National legislation must be enacted to prevent or prohibit unfair discrimination.

- a) Discrimination on any of the grounds listed in subsection (c) is unfair, unless it is established that the discrimination is fair.

##### HUMAN DIGNITY

- a) Everyone has dignity and the right to have their dignity respected and protected.

##### LIFE

- a) Everyone has the right to life.

##### FREEDOM AND SECURITY OF THE PERSON

- a) Everyone has the right to freedom and security of the person which includes the right –
  - i) not to be deprived of freedom arbitrarily or without just cause;
  - ii) not to be detained without trial;
  - iii)
  - iv) to be free from all forms of violence from either public or private sources;
  - v) not to be tortured in any way; and
  - vi) not to be treated or punished in a cruel, inhuman or degrading way.
  - vii)
  - viii) Everyone has the right to bodily and psychological integrity, which includes the right –

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<sup>11</sup>This content is available online at <<http://cnx.org/content/m21297/1.1/>>.

- i) to make decisions concerning reproduction;
- ii) to security in and control over their body; and
- iii) not to be subjected to medical or scientific experiments without their informed consent.

### SLAVERY, SERVITUDE AND FORCED LABOUR

- No one may be subjected to slavery, servitude or forced labour.

### PRIVACY

Everyone has the right to privacy, which includes the right not to have –

- their person or home searched;
- their property searched;
- their possessions seized; or
- the privacy of their communications infringed.

### FREEDOM OF RELIGION, BELIEF AND OPINION

- a) Everyone has the right to freedom of conscience, religion, thought, belief and opinion.
- b) Religious observances may be conducted at state or state-aided institutions, provided that –
  - i) those observances follow rules made by the appropriate public authorities;
  - ii) they are conducted on an equitable basis; and
  - iii) attendance at them is free and voluntary.
- c) i) This section does not prevent legislation recognising –
  - marriages concluded under any tradition, or a system of religious, personal or family law; or
  - systems of personal and family law under any tradition, or adhered to by persons professing a particular religion.
  - Recognition in terms of paragraph (i) must be consistent with this section and the other provisions of the Constitution.

### FREEDOM OF EXPRESSION

Everyone has the right to freedom of expression, which includes –

- freedom of the press and other media;
- freedom to receive or impart information or ideas;
- freedom of artistic creativity; and
- academic freedom and freedom of scientific research.
- 
- The right in subsection (a) does not extend to –
  - i) propaganda for war;
  - ii) incitement of imminent violence; or
  - iii) advocacy of hatred that is based on race, ethnicity, gender or religion, and that constitutes incitement to cause harm.

### ASSEMBLY, DEMONSTRATION, PICKET AND PETITION

- a) Everyone has the right, peacefully and unarmed, to assemble, to demonstrate, to picket and to present petitions.

### FREEDOM OF ASSOCIATION

- a) Everyone has the right to freedom of association.

### POLITICAL RIGHTS

- a) Every citizen is free to make political choices, which includes the right –
  - i) to form a political party;
  - ii) to participate in the activities of, or recruit members for a political party; and
  - iii) to campaign for a political party or cause.
  - iv) Every citizen has the right to free, fair and regular elections for any legislative body established in terms of the Constitution.
  - v) Every adult citizen has the right –
    - i) to vote in elections for any legislative body established in terms of the Constitution, and to do so in secret; and
    - ii) to stand for public office and, if elected, to hold office.

#### CITIZENSHIP

- a) No citizen may be deprived of citizenship.

#### FREEDOM OF MOVEMENT AND RESIDENCE

- Everyone has the right to freedom of movement.
- Everyone has the right to leave the Republic.
- Every citizen has the right to enter, to remain in and to reside anywhere in, the Republic.
- Every citizen has the right to a passport.

#### FREEDOM OF TRADE, OCCUPATION AND PROFESSION

- a) Every citizen has the right to choose their trade, occupation or profession freely. The practice of a trade, occupation or profession may be regulated by law.

#### ENVIRONMENT

- Everyone has the right –

- to an environment that is not harmful to their health or well-being; and
- to have the environment protected, for the benefit of present and future generations, through reasonable legislative and other measures that –
  - prevent pollution and ecological degradation;
  - promote conservation; and
  - secure ecologically sustainable development and use of natural resources while promoting justifiable economic and social development.

#### HOUSING

- a) Everyone has the right to have access to adequate housing.
- b) The state must take reasonable legislative and other measures, within its available resources, to achieve the progressive realisation of this right.
- c) No one may be evicted from their home, or have their home demolished, without an order of court made after considering all the relevant circumstances. No legislation may permit arbitrary evictions.

#### HEALTH CARE, FOOD, WATER AND SOCIAL SECURITY

- a) Everyone has the right to have access to –
  - i) health care services, including reproductive health care;
  - ii) sufficient food and water; and
  - iii) social security, including, if they are unable to support themselves and their dependants, appropriate social assistance.

- b) The state must take reasonable legislative and other measures, within its available resources, to achieve the progressive realisation of each of these rights.
- c) No one may be refused emergency medical treatment.

## CHILDREN

Every child has the right –

- to a name and a nationality from birth;
- to family care or parental care, or to appropriate alternative care when removed from the family environment;
- to basic nutrition, shelter, basic health care services and social services;
  - i)
  - ii) to be protected from maltreatment, neglect, abuse or degradation;
  - iii) to be protected from exploitative labour practices;
  - iv) not to be required or permitted to perform work or provide services that –
    - I) are inappropriate for a person of that child's age; or
    - II) place at risk the child's well-being, education, physical or mental health or spiritual, moral or social development;
  - v) not to be detained except as a measure of last resort, in which case, in addition to the rights a child enjoys under sections 12 and 35, the child may be detained only for the shortest appropriate period of time, and has the right to be –
    - I) kept separately from detained persons over the age of 18 years; and
    - II) treated in a manner, and kept in conditions, that take account of the child's age.
  - vi) to have a legal practitioner assigned to the child by the state, and at state expense, in civil proceedings affecting the child, if substantial injustice would otherwise result; and
  - vii) not to be used directly in armed conflict, and to be protected in times of a armed conflict.
- A child's best interests are of paramount importance in every matter concerning the child.
- In this section "child" means a person under the age of 18 years.

## EDUCATION

- a) Everyone has the right –
  - i) to a basic education, including adult basic education; and
  - ii) to further education, which the state, through reasonable measures, must make progressively available and accessible.
- b) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account –
  - i) equity;
  - ii) practicability; and
  - iii) the need to redress the results of past racially discriminatory laws and practices.
- c) Everyone has the right to establish and maintain, at their own expense, independent educational institutions that –
  - i) do not discriminate on the basis of race;
  - ii) are registered with the state; and
  - iii) maintain standards that are not inferior to standards at comparable public educational institutions.
- d)
  - e) Subsection (c) does not preclude state subsidies for independent educational institutions.

## LANGUAGE AND CULTURE

a) Everyone has the right to use the language and to participate in the cultural life of their choice, but no one exercising these rights may do so in a manner inconsistent with any provision of the Bill of Rights.

## CULTURAL, RELIGIOUS AND LINGUISTIC COMMUNITIES

- a) Persons belonging to a cultural, religious or linguistic community may not be denied the right, with other members of that community –
  - i) to enjoy their culture, practise their religion and use their language; and
  - ii) to form, join and maintain cultural, religious and linguistic associations and other organs of civil society.
- b) The rights in subsection (a) may not be exercised in a manner inconsistent with any provision of the Bill of Rights.

## ACCESS TO COURTS

- a) Everyone has the right to have any dispute that can be resolved by the application of law decided in a fair public hearing before a court or, where appropriate, another independent and impartial tribunal or forum.

## ARRESTED, DETAINED AND ACCUSED PERSONS

Everyone who is arrested for allegedly committing an offence has the right –

- to remain silent;
- to be informed promptly –
  - of the right to remain silent; and
  - of the consequences of not remaining silent;
- not to be compelled to make any confession or admission that could be used in evidence against that person;
- to be brought before a court as soon as reasonably possible, but not later than –
  - 48 hours after the arrest; or
  - the end of the first court day after the expiry of the 48 hours, if the 48 hours expire outside ordinary court hours or on a day which is not an ordinary court day;
- at the first court appearance after being arrested, to be charged or to be informed of the reason for the detention to continue, or to be released; and
- to be released from detention if the interests of justice permit, subject to reasonable conditions.
- 
- Everyone who is detained, including every sentenced prisoner, has the right –
  - i) to be informed promptly of the reason for being detained;
  - ii) to choose, and to consult with, a legal practitioner, and to be informed of this right promptly;
  - iii) to have a legal practitioner assigned to the detained person by the state and at state expense, if substantial injustice would otherwise result, and to be informed of this right promptly;
  - iv) to challenge the lawfulness of the detention in person before a court and, if the detention is unlawful, to be released;
  - v) to conditions of detention that are consistent with human dignity, including at least exercise and the provision, at state expense, of adequate accommodation, nutrition, reading material and medical treatment; and
  - vi) to communicate with, and be visited by, that person's –
    - I) spouse or partner;
    - II) next of kin;
    - III) chosen religious counsellor; and

IV) chosen medical practitioner.

- Every accused person has a right to a fair trial, which includes the right –
  - i) to be informed of the charge with sufficient detail to answer it;
  - ii) to have adequate time and facilities to prepare a defence;
  - iii) to a public trial before an ordinary court;
  - iv) to have their trial begin and conclude without unreasonable delay;
  - v) to be present when being tried;
  - vi) to choose, and be represented by a legal practitioner, and to be informed of this right promptly;
  - vii) to have a legal practitioner assigned to the accused person by the state and at state expense, if substantial injustice would otherwise result, and to be informed of this right promptly;
  - viii) to have a legal practitioner assigned to the accused person by the state and at state expense, if substantial injustice would otherwise result, and to be informed of this right promptly;
  - ix) to be presumed innocent, to remain silent, and not to testify during the proceedings;
  - x) to adduce and challenge evidence;
  - xi) not to be compelled to give self-incriminating evidence;
  - xii) to be tried in a language that the accused person understands or, if that is not practicable, to have the proceedings interpreted in that language;
  - xiii) not to be convicted for an act or omission that was not an offence under either national or international law at the time it was committed or omitted;
  - xiv) not to be tried for an offence in respect of an act or omission for which that person has previously been either acquitted or convicted;
- i)
  - ii) to the benefit of the least severe of the prescribed punishments if the prescribed punishment for the offence has been changed between the time that the offence was committed and the time of sentencing; and
  - iii) of appeal to, or review by, a higher court.
- Whenever this section requires information to be given to a person, that information must be given in a language that the person understands.
- Evidence obtained in a manner that violates any right in the Bill of Rights must be excluded if the admission of that evidence would render the trial unfair or otherwise be detrimental to the administration of justice.

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